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ABSTRACT

A reprint of the shorthand syllabus and teaching handbook developed during 1961-2 by a committee of experienced teachers of shorthand working with the staff of the New York Bureau of Business and Distributive Education, the syllabus is provided to assist shorthand teachers who are currently preparing students in New York State secondary schools to assume stenographic positions in business offices. Instruction is presented in such a way as to create maximum achievement by students electing the subject. Topics included are administrative considerations, beginning shorthand, advanced shorthand, newer systems of shorthand, Shorthand 1, and 2, goals for the first through fourth semester, and transcription. Documentary facts provide concrete evidence of current philosophies and practices about shorthand and transcription as viewed by teachers considered to be highly proficient in the art of shorthand and transcription instruction. (EA)

Syllabus and Teaching Handbook for Courses in . . . CE

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SHORTHAND 1
SHORTHAND 2
TRANSCRIPTION
PERSONAL-USE SHORTHAND

CE 00

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT
ALBANY, 1967

ED 086788

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TRANSCRIPTION
PERSONAL-USE SHORTHAND

1973 Reprint

The University of the State of New York
The State Education Department
Bureau of Secondary Curriculum Development
Albany, 1967

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INTRODUCTION

It is the hope of the Bureau of Business and Distributive Education that this syllabus will assist shorthand teachers in improving the quality of their instruction. The reactions of users of this syllabus and teaching handbook are invited in order that they may be considered in future revisions of this publication.

Throughout the syllabus, teachers will discover many references to the writings of individuals who have spent many years teaching, writing, and thinking about shorthand. These excerpts are meant to be general guides and to stimulate the thinking of shorthand teachers. The single-sentence statements — printed in bold face and indented — included in the text are intended to serve the same purpose.

To obtain an overview of the syllabus, it is suggested that shorthand teachers study the materials printed flush with the page margins. In addition to the single-sentence statements, other indented material should also be reviewed subsequently. Having thus familiarized himself with the general makeup of the syllabus, the teacher can study it in detail in terms of his particular needs and interests.

Special mention should be made of the assistance rendered by Dr. Donald Mulderne to the staff of the Bureau in connection with the final organization of the syllabus materials.

HOBART H. CONOVER
Chief, Bureau of Business and
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ROBERT F. BIELEFELD, *Director*
Division of Occupational Education
Instruction

FOREWORD

This is a reprint of the shorthand syllabus and teaching handbook developed during 1961 and 1962 by a committee of experienced teachers of shorthand working with the staff of the Bureau of Business and Distributive Education.

The entire committee met in Albany in June and September of 1961. Informal meetings of subcommittees working on the syllabus and handbook were held somewhat regularly in Albany during the time when the materials were being prepared.

The members of the syllabus committee were:

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The New York State Education Department is grateful to the members of the syllabus committee who gave so freely of their time during school and vacation periods for the development of this new shorthand syllabus and teaching handbook.

GORDON E. VAN HOOFT, *Director*
Division of Curriculum Development

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ADMINISTRATIVE CONSIDERATIONS

General

Contemporary literature about business occupations places great stress on the fact that drastic changes in the world of business are expected to take place in the next decade. Business educators are interested in trying to predict how business education will fit into the scheme of things as it will affect future office workers.

While there are some signs on the horizon that will help guide us as we adjust our business education curriculum to meet the challenges of the future, there are also many other changes, still in the formative stages, which will bear careful watching. If we are to develop a program of business courses which will prepare adequately those high school boys and girls who will take their places as effective workers in office occupations, we must keep up with the changes now going on in business. Some of these changes affect the teaching of shorthand.

Purposes of this booklet are: (1) to present a shorthand and transcription syllabus and teaching aid which meets the needs of business teachers who are currently preparing students in New York State public secondary schools to assume stenographic positions in business offices; (2) to suggest ways in which shorthand and transcription may be presented to make for the greatest level of achievement by students who elect the subject; and (3) to offer documentary facts to provide concrete evidence of current philosophies and practices about shorthand and transcription as viewed by teachers considered to be highly proficient in the art of shorthand and transcription instruction.

- **We know that variety may be the spice of life, but we vote for an established pattern in shorthand.**

Shorthand teachers in New York City will also be interested in examining the course of study and syllabus, entitled *Shorthand for High Schools*, developed by the New York City Board of Education for its shorthand teachers. This syllabus was issued as Curriculum Bulletin 1959-60, Number 8.

The Need for Shorthand

Because of the advent and growth of automation, and because of the emphasis that has been placed on the need for more mathematics and more science in our education program, some people are of the opinion that shorthand is decreasing in importance as a modern office tool. There is an overwhelming amount of evidence available which

SCHOOL PUBLIC RELATIONS
SCHOOL ADMINISTRATION
Office Management
Gregg
Transcription
Dictation

The shorthand teacher accumulates an extensive library of skill-building materials.

Observe: (1) Wide assortment of dictation materials; and (2) collection of shorthand texts and supplementary reference and resource books

does not support this view. Statements from businessmen, articles appearing in business education periodicals, and comments from business educators of national reputation all support the need for shorthand in the secondary school program.

In fact, several reliable studies have determined that (1) there is a growing need for more and more stenographers and (2) businessmen still prefer stenographers to dictating machines for many jobs of responsibility. Typical of such comments are Zoubek's remarks:

> Are dictation machines here to stay? Of course they are. No one will quarrel with the fact that dictating machines have a definite place in the business office. Indications are that more machines will be used in days ahead. To say that they will replace the stenographer and secretary, however, is to ignore the facts.

Zoubek, C. E. "Shorthand on the way out? Hardly!" *Business Teacher*, Vol. 38, pp. 25-6, November 1960

There is really no need to develop a case for shorthand because the desirability of knowing how to write and to transcribe it is self-evident. The advantages of being able to take dictation, to make notes rapidly, and to write memorandums hurriedly are numerous. Furthermore, a knowledge of shorthand often is just the skill that brings the right kind of attention to a worker, for the occasion will surely arise when someone who knows how to take dictation is needed by an executive in an office.

- **The person who knows how to write shorthand and how to transcribe mailable letters from his outlines has many opportunities for choice positions in the secretarial field.**

While shorthand has been elected in almost all cases by an overwhelming number of girls, there is much to be said in favor of boys' studying the subject. Admittedly, most secretarial opportunities are for women, who number about 1.5 million stenographers, typists, and secretaries. However, approximately 90,000 men also secure their livelihoods at such jobs; therefore, we cannot dismiss lightly the study of shorthand for them also.

Statistical abstract of the United States. U.S. Department of Commerce, Bureau of the Census. U.S. Government Printing Office, Washington, 25, D. C. 1959. p. 221

In fact, the opportunities in business for men who know shorthand are especially attractive, for it is not uncommon to hear of a successful businessman who got his start up the executive ladder because he knew shorthand and was willing to start his career in business as a stenographer. On this subject, Tonne has the following comment:

> In modern times . . . shorthand has been the tool of many men who rose to prominence.

Tonne, H. A. & others. *Methods of teaching business subjects;* 2d ed. McGraw. 1957. p. 137

Bernard Baruch, George Bernard Shaw, James Byrnes (former Secretary of State), Billy Rose, Fiorello La Guardia, Woodrow Wilson, and Richard Wagner (recent national president of the Chamber of Commerce) all knew shorthand and used it often. Business education teachers and counselors would do well to encourage high school boys who show executive promise to study shorthand.

- **There are some excellent opportunities for men in the field of shorthand.**

Shorthand Systems

Shorthand systems are divided into four classifications:

1. Symbol systems
2. Nonsymbol systems
3. Combination symbol and nonsymbol systems
4. Machine shorthand systems

Shorthand is merely a means to an end; it is the transcript that counts. Therefore, each school is encouraged to teach whatever system of shorthand it prefers.

What Schools Should Teach Vocational Shorthand?

The purpose of shorthand as it is now offered in the business program is unquestionably vocational. Because its primary aim is to prepare students to make use of this skill in an office situation, certain considerations should be made by the school before it automatically offers shorthand in the curriculum. Specifically, the following should be considered when deciding whether or not vocational shorthand instruction should be offered:

1. Is there a need for vocational shorthand skills in the employment area?
2. Is there enough time in the business curriculum to offer the minimum of shorthand instruction for vocational competency?
3. Will the enrollment in the shorthand course justify the time and effort of the school to provide instruction?

• Shorthand machines will not replace the use of manual shorthand.

Although some amount of typewriting instruction might well be given *all* students, shorthand should not be treated in this way. The screening of applicants for shorthand classes is recommended.

Prognosis of Shorthand Success

Some business educators believe that shorthand cannot be mastered by all students. Yet, almost every teacher has encountered students who wish to enroll in shorthand even though evidence is available that suggests little chance for success in that subject.

Certainly, the school has a vested interest in its students and should do all it can to help them achieve success in every course taken. A popular text states:

> Most business educators . . . believe that the school has a responsibility to inform the student of his chances for success. . . .

Nolan, C. A. & Hayden, C. K. *Principles and problems in business education:* 2d ed. South-Western Pub. Co. 1958. p. 117

Although published prognostic tests are available, there is little correlation between test results and actual success in shorthand.

> Thus far no reliable test for indicating probable success in shorthand has been made.

Jevons, Elsie, & Halbersleben, Helen. "Guidance activities in shorthand," in American business education yearbook; *Guidance problems and procedures in business education,* by V. A. Mussleman, editor. Vol. 11, Chapter 13, p. 195. New York Univ. Bookstore. 1954

• Shorthand is not an academic dumping ground, because ability is needed to master the art.

If such a test *is* given and the student fails that test, the test result may be used to suggest to the student and/or his parents that the student should not elect the subject.

Selecting and Screening Students

The most satisfactory screening procedure seems to center around the student's achievement in English and in his general work habits in all his subjects. In addition, the student should have had a course in typewriting which he passed with at least an average grade, or he should be taking a typewriting course concurrently with shorthand I.

Unless a boy or girl has been doing at least average work in his basic English class (*C* or better), he is not likely to transfer his

English skills to a transcription course. Furthermore, unless typing skill is satisfactory, future success in transcription is questionable.

A student's I.Q. might well be considered by the counselor and teacher as to a student's probable success in the study and use of shorthand.

Here is what the literature has to say about selecting students for shorthand:

> . . . existing tests to prognosticate stenographic ability are not satisfactory. Even the best have low validity and are little more useful than a good intelligence test. . . .
>
> To date, then, there is only one sound means of determining a person's ability to succeed in shorthand, and that is to let him take shorthand.

Tonne, H. A. *Principles of business education;* 3d ed. McGraw. 1961. p. 305

- **Brief the proper school personnel as to the kind of student who can succeed in shorthand.**

Tonne goes on to say:

> Instead of being criticized for dropping incompetent students from shorthand classes, teachers should be commended
>
> . . . those students found to be intellectually inferior should be discouraged from taking shorthand. In addition, a rather careful diagnosis of the student's knowledge of English usage is essential.

Tonne, H. A. *Principles of business education;* 3d ed. McGraw. 1961. pp. 305-10

The subject of prognosticating success in shorthand is a popular one and receives much attention in business education journals. Enterline says:

> Among the qualities, traits, and characteristics considered necessary for success in stenographic and secretarial positions are these:
>
> a. Average or better grades in English
> b. At least average intelligence
> c. Personality
> d. Good vocabulary
> e. Physical and mental alertness

Enterline, H. G. *Trends of thought in business education*, Monograph 72. South-Western Pub. Co. 1949. p. 24

Anderson makes specific reference to the small high school and its attempts to prognosticate success in shorthand and transcription:

The small school system which has limited time and facilities for testing programs often finds it difficult to develop a practical plan for advising students as to their possible success or failure in shorthand and transcription. Leslie has recommended that such schools consider the feasibility of using the *Shepard English Placement Test* for transcription prognosis and has suggested specific scores above or below which a student would be considered a good or a poor risk in transcription.

Anderson, R. I. "Helping the slow learner." *American Business Education.* Vol. 10, pp. 241-2. May 1954

- **Students need to be helped in arriving at a decision as to whether or not they should study shorthand.**

Mortality in shorthand classes is high, indicating a definite need for selecting shorthand students with care and for better methods of teaching the subject. An easier-to-learn shorthand system is not the answer, for research has not identified what that easier-to-learn system may be. We know that the finished product is the transcript, and the transcript depends not only on shorthand ability, but also on ability in the use of the typewriter and ability in the use of basic English.

The Stenographic Curriculum

- **The ultimate objective in shorthand is to develop transcription skill.**

The successful completion of an approved stenographic curriculum should equip students to accept beginning stenographic positions immediately upon graduation; it should not be necessary for them to take further training. Students who wish to go beyond the level of skill developed in shorthand courses in the secondary school might consider continuing their education in a postsecondary institution which offers advanced training for stenographic positions such as medical or legal secretary, or court reporter. Teachers may recall having a student in the shorthand class who showed great potential as a shorthand writer. This type of student should be encouraged to pursue the skill in a school especially designed for preparing shorthand writers for unusual types of positions such as court reporting.

The *Administrative Handbook for Business and Distributive Edu-*

cation recommends the following stenographic curriculums:

CURRICULUM A

9TH YEAR	10TH YEAR	11TH YEAR	12TH YEAR
Introduction to Business	Shorthand 1	Shorthand 2	Secretarial Practice
	Typewriting	Transcription Business Law	

CURRICULUM B

9TH YEAR	10TH YEAR	11TH YEAR	12TH YEAR
Introduction to Business	Typewriting	Shorthand 1	Shorthand 2
		Advanced Typewriting and Transcription	Secretarial Practice
		Business Law	

Major Sequence

- **Some teachers have learned that, if they conduct a personal interview with all students desiring to study shorthand, the interview can help identify the unfit and disinterested, thus offering valuable guidance service to the students.**

The *Administrative Handbook for Business and Distributive Education* includes as a major sequence in the stenographic area: Typewriting. shorthand 1, shorthand 2, transcription. and secretarial practice. This sequence is particularly valuable to the student who desires a concentration in business subjects less than a complete vocational curriculum.

BEGINNING SHORTHAND

Chalkboard

A beginning shorthand class needs no special room layout. It should, if possible, be located near the typewriting room. Ample chalkboard area is also desirable, but it should be used by the teacher *only!* Students should sit facing the board.

Lighting

Lighting should be such that every student in the classroom can see the chalkboard characters clearly. It is wise for a teacher, when using a particular room for the first time, to stand at various points in the room and read his chalkboard writing. Sometimes a simple adjustment of a window shade will make a great difference. Some lighting engineers recommend green chalkboards with yellow chalk, particularly when the room is equipped with fluorescent lighting. To avoid eyestrain, either at the desk or somewhere else in the room, care must be taken to have just the right amount of light. Too much light causes glare and shadows, while too little light causes eyestrain.

- **Your chalkboard is still your most important teaching aid; use it generously.**

Desks

Single work stations rather than tables are preferred in the shorthand classroom. Desks rather than tablet-arm chairs should be used. Binnion says:

> If a desk can be found which will serve shorthand learning to the best possible extent and also be of use in other subjects, that desk should be used. Otherwise, shorthand may have to be taught in a classroom which was primarily designed for another subject.

Binnion, J. E. *Equipment standards for business classrooms*, Monograph 88. South-Western Pub. Co. 1954. p. 16

It is important to remember that the desk should have a flat and horizontal writing surface rather than a slanted top. The reasoning behind this is that the office desk is flat and horizontal with the floor.

Job Guide for Young Workers
TODAY'S SECRETARY
BUSINESS
English Know-How
GOOD CLASSROOM PRACTICES IN BUSINESS EDUCATION
BUSINESS Teacher
BALANCE SHEET
Letter Perfect
Treasure Trove
TRICKS OF THE TRADE
National Office Management Association
MANUAL OF PRACTICAL OFFICE SHORT CUTS
NOMA

Free and inexpensive materials are available to the shorthand teacher.

Observe: Literature represents material obtained from publishing companies, corporations, business education associations, National Office Management Association, and New York State Department of Labor.

Supplies

Each student should have a shorthand textbook, stenographic notebook, a good pen or pencil, and several rubber bands. A good pocket-sized dictionary is desirable, and each student should have his own.

Notebook

- **Select a notebook that is green in color, has a spiral binding and a hard cover.**

The notebook should be carefully selected. A smooth-finish paper is best, and the book with a hard cover and a spiral binding has definite advantages over the type with a flexible cover and stitched binding. Many writers of shorthand prefer the page that has a center line running vertically, but some ignore this line. The line is intended to guide the writer in writing in two columns. The better notebooks have approximately 75 pages, with about 25 horizontal lines to a page. This is worth noting when purchasing notebooks if one is to get his money's worth.

> Notebooks should be 6 inches by 9 inches in size and preferably should have the brief forms on the back cover. Paper should be smooth and lined with three lines to the inch. Paper should be ruled down the center.

Lamb, M. M. *Your first year of teaching shorthand and transcription.* South-Western Pub. Co. 1950. pp. 125-6

Writing Instrument

Most manual systems are best written with a pen, but some teachers may prescribe pencils. If the student is to imitate the habits of expert shorthand writers such as Swem, Rifkin, Romagna, Angus, or Zoubek, they will use pens.

> Research has proved that pen-and-ink shorthand is both faster and more accurate than pencil shorthand.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. p. 144

- **Imitate the experts—use a pen.**

If a pen is used, a liquid-ink type is preferable. Purple ink is sometimes recommended. There are some ballpoint pens that might be considered satisfactory. In any case, when selecting a pen, a student should try several pens until he finds one that writes smoothly and without the necessity of applying pressure. With a shaded-stroke system such as Pitman, a flexible penpoint is preferred; for other systems, a medium-fine point will respond most satisfactorily.

> Pens should have points that are fine and semiflexible. Ink should be free-flowing so that it does not clog the pens. Some expert shorthand writers prefer violet ink to the blue or black inks because they find that it flows more freely.

Lamb, M. M. *Your first year of teaching shorthand and transcription.* South-Western Pub. Co. 1950. p. 126

If the writer uses a pencil, he should keep several No. 2 pencils available, each of which should be well sharpened.

Tapes, Records, Belts

Because some students may be ready to work on recorded dictation during the first year of shorthand, the equipment should be made available for their use. Some business departments have dictation recordings which they lend to students to take home overnight. This is an excellent plan. Perhaps the school librarian would be willing to handle the circulation.

The recorded dictation is best used by the student outside of class, at which time he selects the desired speed. If conditions permit, the students may work in groups as in the shorthand laboratory where machines using tapes, records, and belts are available. While the use of such equipment has its place in the teaching process, caution should be exercised in not overdoing this type of activity.

- **Encourage students to use the recordings and belts you have obtained for use at home.**

> Tape recordings and records should . . . occupy a place of importance among your teaching tools. . . . They should never be used as your replacement; . . . they supplement you; they expand your range of capability; they multiply indefinitely the number of times you can give your students skill-building opportunities.

Grubbs, R. L. "Understanding your shorthand teaching tools." *Business Education World.* Vol. 41, p. 34. Dec. 1960

Another well-known shorthand teacher comments on the use of recorded dictation:

> An increasing number of schools are becoming equipped with a battery of tape recorders with earphones. Students individually, or in small groups, can take dictation at the rate they choose. Dictation records are also available at such low cost

that dictation material in a wide range of speeds can be provided for classroom or outside practice.

Travis, D. L. "Improvement of instruction in business education at the secondary level." *National Business Education Quarterly.* Vol. 28, p. 34. Summer 1960

Every effort should be made on the part of the shorthand teacher to provide recorded dictation for students. Recommendations for the purchase of prepared tapes, records, and belts should be presented to the proper school officials for budgetary action. Caution should be exercised by the students in transporting the records to and from school. A carrying case of firm construction should be provided for them.

ADVANCED SHORTHAND

Chalkboard

As in the elementary classroom, advanced shorthand instruction requires the use of chalkboards, but only for the teacher's use – except in cases where the teacher might want students to write a morning greeting in shorthand on the board merely as an "eye-catcher" or motivating device.

- **Students should not write shorthand on the chalkboard.**

There is little occasion for students to write shorthand on the boards because these skills should be performed in their natural setting, and writing shorthand on a vertical surface with a stubby writing instrument certainly is not the way stenographers write shorthand.

Typewriters

In a classroom devoted to the study of advanced shorthand, it is essential that typewriters be made available to students. Transcription is a very important part of the students' work and should, if possible, be taught in the same room as shorthand 2.

Paper

For shorthand 2 and transcription, consideration must be given to typing paper, envelopes, and carbon paper. Ideally, the teacher should have students type on letterhead stationery. Some teachers are able to secure obsolete stationery from local business firms that have changed their slate of officers and can no longer use the former stationery. Not only is business stationery more realistic, but it also is of better quality than the paper ordinarily supplied by the school. Ideally, an envelope and at least one carbon copy should accompany many of the transcripts, with multiple carbons required many times during the year.

Miscellaneous

Each student should be equipped with a typewriter eraser, a supply of erasing tabs or tapes, erasing shield, notebook, dictionary, pen, No. 2 black lead pencils, and a colored pencil. The closet in the shorthand room should have an adequate supply of cleaning brushes, cloths, type cleaner of the plastic and fluid type, and denatured alcohol.

- **Transcribing without a typewriter is like cooking without a stove.**

Tapes, Records, Belts

Some schools have found it possible to take care of speed differences on the part of the students by equipping the shorthand room in the manner of a language laboratory. Here, students are provided with individual earphones to take dictation from tapes, records, and belts made at selected speeds, thus allowing students the opportunity for self-improvement by selecting, under guidance, the dictation speed best for them. An examination of business education literature will reveal the names of many companies from whom prepared dictation matter may be purchased at nominal costs. Office style dictation as well as "speed takes" are available. See audio-visual paragraphs beginning on page 17 for a partial listing.

Accessory Machines

There are many new machines now available or soon to be made available about which the shorthand teacher should know. These include the overhead projector, the teaching machine, controlled reader, and the tachistoscope – all of which offer excellent possibilities for enriching the instruction in shorthand and providing for greater student achievement. Travis says:

> The experimental work now conducted with the teaching machine will be watched with interest in the early 60's . . . these machines may reduce much of the routine work now done by the teacher, giving him opportunities for other work for which he now cannot find the time.

Travis, D. L. "Improvement of instruction in business education at the secondary level." *National Business Education Quarterly*. Vol. 28, p. 35. Summer 1960

- **The tachistoscope is the modern version of the old multiplication flash cards.**

The Stop Watch

A stop watch is a necessity for the teacher of shorthand, particularly advanced shorthand. The best type of watch is one that has a second hand which requires a full minute to make the sweep of the dial.

Prices of watches vary. Generally, it pays to buy a good watch because it will last longer and render better service. Business education periodicals carry many advertisements for stop watches in the moderate-price range which will give satisfactory service.

Regarding the use of the stop watch, Grubbs says:

> To use your stop watch correctly there are just two things you must know: You must identify the standard word count employed in marking the material and you must compute how many seconds to use in dictating the words between the word count markings.

Grubbs, R. L. "Understanding your shorthand teaching tools." *Business Education World*. Vol. 41, p. 19. December 1960

The Standard Word Count

Most dictation material is already counted off in units of 20 standard words, and these units are usually indicated by the following: 20, 40, 60, 80, etc.; or by 1, 2, 3, 4, etc. The New York State Regents examination material is precounted but is marked by slanting lines — /, /, /, /.

A standard word count is generally accepted as a word of 1.4 syllables, but some dictation material will run to 1.5 or slightly higher; conversely, dictation material is sometimes easier because there are fewer syllables in a given number of words. The dictation copy of the shorthand Regents examination has a syllabic intensity ranging from 1.47 to 1.55.

- **The teacher of skills, who is required to time performance often, will find a watch with a sweep second hand a great convenience.**

The following chart will assist the teacher in using a stop watch at different speeds: (Note: A 20-word unit should be dictated while the second hand is traveling from 0 to the second count indicated; the next 20 words should be dictated while the hand is traveling to the next point, etc.)

WAM	Dictate every	Seconds					
60	20 seconds	20	40	60			
80	15 seconds	15	30	45	60		
100	12 seconds	12	24	36	48	60	
120	10 seconds	10	20	30	40	50	60

For in-between speeds, the following chart will help:

50	6 seconds	24	48	12	36	60						
70	17 seconds	17	34	51	8	25	42	60				
90	13 seconds	13	26	39	52	5	18	31	44	57		
110	11 seconds	11	22	33	44	55	6	17	28	39	50	01

The ability to dictate at desired speeds comes only with practice. If the shorthand teacher does homework for self-improvement in teaching efficiency, it is recommended that time be given to practicing timed dictation.

Audio-Visual Aids

There are a number of films, tapes, and recordings available for use in shorthand and transcription classes. If used properly and with discretion, such teaching aids can be of value to students, but the teacher must avoid the mistake of using too much class time for this type of activity. The primary purpose of a shorthand class is to learn shorthand, and this can best be accomplished by pupil-teacher activities.

- **Practice dictating at various speeds.**

Although the best way of locating audio-visual aids is by consulting the *Educational Screen Guide*, textbook publishers' catalogues, and other appropriate sources, a partial listing of available materials is presented here to illustrate the type of audio-visual teaching aids available.

FILMS

1. Available for purchase from the Gregg Division of McGraw-Hill Book Company, Inc., 330 West 42d Street, New York 36. May also be available [illegible] rental through your local film rental service.
   Six films illustrating teaching techniques by the Gregg Functional Method
   The First Lesson (17 min.)
   A Typical Day's Lesson (17 min.)
   Developing Shorthand Speed (14 min.)
   Doing Homework, Basic Method (9 min.)
   Doing Homework, Functional Method (9 min.)
   Teaching Marginal Reminders (10 min.)
2. Coronet Films, Coronet Building, Chicago 1, Ill. May also be available for rental through your local film rental service.
   Secretary Taking Dictation, 16 mm. (11 min.)
   Secretary Transcribing, 16 mm. (11 min.)
3. Teaching Aids Exchange, Inc. Post Office Box 1127, Modesto, Calif.
   Can You Read Gregg? (15 min.)
   The Champions Write (20 min.)

FILMSTRIPS

Gregg-Taking Dictation and Transcribing (10 min.)

TAPES

Gregg-purchase only. Probably not available from your local film rental service.

Tapes, Group A—10 reels. One-minute dictations at three progressive speed levels, then dropping back to a lower level for control, followed by 2-minute dictations and one 5-minute take covering all the material on the tape.

- **Motion picture and filmstrips take students to the scene of action.**

Tapes, Group B—5 reels. Follows same plan of dictation as for Group A
Individual Reels for Theory and Speed
Business Letter Dictation Tapes
Expert Dictation Tapes

RECORDINGS

1. Dictation Disc Company, 170 Broadway, New York 38. Purchase only
   For use on 33⅓, 45, and 78 rpm record player. Speeds of dictation range from 40 to at least 160 wpm and higher. Records on brief forms and common phrases also available.
2. Allied Publishers, Portland, Ore. Purchase only
   Nine records with dictation from 60 to 100 wpm. Correct shorthand outlines appear on paper jackets of each record, with an accompanying preview.
3. Gregg Publishing Division of McGraw-Hill. See address above.
   For use on 78 rpm record players. Dictation Records for Gregg Shorthand Manual Simplified, 2d ed.
   For use on 45 rpm record player. Dictation Records for Gregg Shorthand Simplified, New Series—Theory Group
   Phrase Letter Group
   Progressive Speed Group
   Gregg Review Dictation Records
      Box 1–Theory—six records
      Box 2—Special Forms—six records
   Records for Applied Dictation and Transcription

- **Use of audio-visual equipment may enable students to achieve greater proficiency in shorthand in less time.**

Supplementary Materials—Sources

Shorthand teachers (both beginners and experienced) can obtain valuable teaching help from professional magazines, some of which are available at nominal subscription prices while others are available without charge.

Magazine free with membership:

1 *American Business Education*	Eastern Business Teachers Association, Box 962, Newark 1, N. J.
2. *Business Education Forum*	National Business Education Association (formerly known as United Business Education Association), 1201 Sixteenth Street, N.W., Washington 6, D. C.

By subscription:

1.	*Business Education World*	Gregg Publishing Division, McGraw-Hill Book Company, Inc., 330 West 42d Street, New York 36
2.	*Journal of Business Education*	Trethaway Publishing Company, Inc., 512 Brooks Building, Wilkes-Barre, Pa.
3.	*Today's Secretary*	Gregg—same address as above

Free:

1.	*Balance Sheet*	South-Western Publishing Company, 512 North Avenue, New Rochelle
2.	*Business Teacher*	Gregg—same address as above
3.	*The Counselor's Business Education Newsletter*	Gregg—same address as above
4.	*FBE Bulletin*	The Foundation for Business Education, Inc., 50 East 78th Street, New York 21
5.	*Pitman Journal* (student rate available)	Pitman Publishing Corporation 2 West 45th Street New York 36
6.	*Pitmanite*	Pitman—same address as above

- **Make it a point to read at least one professional journal every month.**

It is wise for teachers to keep in close contact with the publishers of shorthand and transcription textbooks and materials; these publishers can be helpful in many ways.

Personality Traits and Work Habits

The teacher of shorthand should constantly be alert to the needs of his students with regard to personality development as it applies to business life. This includes the formation of proper work habits and attitudes. The teacher, through personal example, can do much to instill in students a proper respect for authority and regulations, a need for punctuality, accuracy and neatness of work, dependability, the acceptance of responsibility, and other traits, habits, and attitudes deemed essential for successful employment. In addition, the teacher, throughout the course, should set a climate in which students are shown how to achieve self-improvement, proper office attire, and employable personalities. The classroom teacher can hardly expect to succeed in this direction if he does not himself display exemplary conduct.

Although care of a notebook, regular and daily preparation for class, and honesty of effort should be stressed, pupils' work

> habits and attitudes are more influenced by how the class is organized and conducted than by any other factor. The teacher's cheerful, enthusiastic personality, an efficient manner of returning papers . . . and a purposeful, uninterrupted flow of class procedures – all constitute the best kind of guidance.

Jevons, Elsie, & Halbersleben, Helen. "Guidance activities in shorthand," in American business education yearbook; *Guidance problems and procedures in business education*, by V. A. Mussleman, editor. Vol. 11, Chapter 13, p. 199. New York Univ. Bookstore. 1954

- **The teacher must set standards which are conducive to the development of correct work habits.**

The habits to be developed by students are somewhat determined by the local community.

> The teacher's business experience and contacts with local businessmen will help in determining what business desires in the way of work habits and standards of excellence.
>
> . . . Standards with regard to neat erasures, good placement of letters, accurate proofreading, meaningful transcription, tidy notebooks, and efficient handling of carbons and papers must be accepted by the pupil as desirable before effort is made to attain correct habits through practice.

Jevons, Elsie, & Halbersleben, Helen. "Guidance activities in shorthand," in American business education yearbook; *Guidance problems and procedures in business education*, by V. A. Mussleman, editor. Vol. 11, Chapter 13, p. 201. New York Univ. Bookstore. 1954

The subject of developing good character traits is an important one and receives considerable attention in professional literature. On this point, Forkner says:

> The students are learning to think for themselves instead of relying on the teacher to do their thinking for them.
>
> The students are learning to assume personal responsibility for their own work habits and to evaluate the accuracy of their shorthand outlines and transcripts.

Forkner, H. L. "The other side of the desk in the shorthand class." Part IV from *How to teach business subjects*. United Business Education Association, National Education Association, Washington 6, D.C. 1959. p. 134

- **Learning the right way develops pride of workmanship in the student.**

Tubbs explains how the teacher develops proper attitudes in his students:

> Sincere praise, whenever merited, has proved to be a constructive force in building desirable attitudes and worthwhile ambi-

tions. Shorthand teachers might well employ this effective means of getting students to reach their maximum achievement.

Tubbs, Eleanor. "The fundamental processes in shorthand," in American business education yearbook; *The fundamental processes in business education,* by H. A. Tonne, editor. Vol. 12, Chapter 14, p. 253. New York Univ. Bookstore. 1955

Classroom Climate—Pupil-Teacher Relationships

There is little doubt that the teacher is the most important influence on the students, for it is not the shorthand text, nor the classroom itself, which causes learning to take place, but rather the effectiveness of the instructor as a communicator of learning. All but a few students will respond to the efforts of the highly qualified, friendly teacher in whom they have confidence. This confidence comes about as a result of the combination of the qualifications listed below, which every shorthand teacher should possess:

1. The teacher should be well trained in shorthand and typing and should be able to demonstrate these skills in an outstanding manner.
2. The teacher should be thoroughly familiar with the principles of the system of shorthand that he is teaching, and his shorthand writing should be rapid, fluent, and attractive.
3. The teacher should have a knowledge of the history of shorthand in general and of the particular system being presented.
4. The teacher should know how to present the particular shorthand system to the class following acceptable methodology.
5. The teacher should like his students and enjoy working with them, and he should like the subject he is teaching and enjoy teaching it.
6. The teacher should have a sense of humor and use it. He also must be a good disciplinarian.
7. The teacher should be able to write shorthand outlines which are correct, legible, and attractive, and he should be able to write them fluently. In addition, he should be well trained in the technique of using the chalkboard effectively – standing so that the class can see his writing hand in motion, writing in columns (rather than in haphazard style) from left to right, making chalkboard outlines of appropriate size, etc.

- **That teacher succeeds who creates a classroom climate favorable for learning.**

If the shorthand teacher has the above qualifications and conveys to his students his own enthusiasm for the subject, he is well on the way to becoming a successful and an inspiring teacher.

Additional Comments

On the subject of dictation and shorthand machines

1. Tonne, H. A. principles of business education; 3d ed. McGraw. 1961. p. 302

   The dictation machine cannot take the place of a secretary or stenographer, for many stenographic duties cannot be performed by a machine. Dictating machine operation, learned as a supplement to stenography, is a valued skill to the prospective employee.

2. Nolan, C. A. & Hayden, C. K. Principles and problems in business education; 2d ed. South-Western Pub. Co. 1958. p. 118

   . . . The increased use of dictation machines has led some people to believe that they will eventually displace shorthand. This, however, is not likely. True it is that dictation machines are used by tens of thousands of dictators for routine letters, but the fact remains that a surprisingly large proportion of dictators prefer to dictate to stenographers. . . .

3. Wagoner, G. A. Shorthand: past, present, and future. Business Education Forum. Vol. 11, pp. 18-9, May 1957

   In spite of the fact that dictating machines are increasing in use, no evidence is available that the demand for shorthand-trained students is decreasing.

4. Balsley, I. W. Recent developments in secretarial science. American Business Education. Vol. 15, p. 260, May 1959

   There is no evidence at this time that the majority of businessmen are ready to abandon dictating to a secretary in favor of machines. Both methods are likely to continue in use.

5. Tonne, H. A. The present and future of shorthand. Business Education Forum. Vol. 15, p. 11, Oct. 1960

   Dictation machines have a permanent and major place in facilitating office dictation. Typically such machines are used for routine and standardized technical dictation by dictators who have not arrived at the top rung of responsibility in their field. There is evidence that dictating machines are used not so much because of their superiority, but rather because it is possible to use less expensive help for routine work and because better control of quantity of production can be maintained. Dictation machines have been in use for many years, but there is little evidence that they will replace completely the use of manual shorthand. In many cities there is a consistently greater demand for manual shorthand workers than there is for dictating machine operators. The great contribution of the dictating machine is that it has made it possible to cope with the serious shortage of stenographers and still provide for the increased need for communication services in business.

6. Nolan, C. A. & Hayden, C. K. Principles and problems in business education; 2d ed. South-Western Pub. Co. 1958. p. 120

   > . . . the shorthand machine, however valuable a tool it may be for taking speeches or court testimony, is not likely to displace shorthand in the business office.

7. Tonne, H. A. The present and future of shorthand. Business Education Forum. Vol. 15, p. 11, Oct. 1960

   > Machine shorthand will continue to have an attritional influence upon traditional manual shorthand for court and convention reporting. However, there has been little tendency for machine shorthand to make significant inroads in the office for usual dictation purposes. The present evidence is that a drastic change in procedure for the sale of shorthand machines and a major re-education of the businessman would be required to make it possible for machine shorthand to receive a major impetus in office dictation use.

8. Rowe, J. L. A recommended stenographic curriculum. The College of Education Record. The University of North Dakota, Grand Forks, N. Dak. Current issues in the teaching of shorthand. Vol. 15, p. 130. June 1960

   > The assumption has been made that voice-writing machines are rapidly replacing shorthand; nothing could be further from the truth. . . . Business firms have reported advertising over a period of months for a secretary with shorthand skill with not even a single applicant responding. When one talks to businessmen who employ clerical help the discussion eventually turns to the acute shortage of trained office personnel with shorthand ability. . . . The Wall Street Journal recently carried a front page news item concerning a current and crucial aspect in management – the shortage of skilled stenographers.

On the subject of prognosis, selection, and screening of students

1. Etier, F. "The stenographic curriculum pattern," in American business education yearbook; Curriculum patterns in business education, by John Rowe, editor. Vol. 13, Chapter 18, p. 194. New York Univ. Bookstore. 1956

   > One of the prime requisites of the stenographer is that he is able to read notes rapidly and to recognize whether they make sense. Almost equally important are the abilities to use the English language intelligently; to spell and to capitalize correctly. A good stenographer is well grounded in basic grammar and rhetoric.

2. Anderson, R. I. Helping the slow learner. American Business Education. Vol. 10, pp. 241-2, May 1954

The small school system which has limited time and facilities for testing programs often finds it difficult to develop a practical plan for advising students as to their possible success or failure in shorthand and transcription. Leslie has recommended that such schools consider the feasibility of using the *Shepherd English Placement Test* for transcription prognosis and has suggested specific scores above and below which a student would be considered a good or a poor risk in transcription.

Note: After Dr. Anderson checked over a period of 3 consecutive years, the scores on the *Purdue English Placement Test,* with final grades in shorthand and transcription for three years, the following conclusions were reached:

> . . . Practically all students scoring above the 90th percentile received an A or B in advanced shorthand and transcription. Practically all students scoring below the 48th percentile failed advanced shorthand and transcription. All students who made a D in advanced shorthand and transcription were below the 60th percentile, with one exception. Students making B's or C's were all above the 40th percentile with one exception. While it is not felt that a sufficient number of cases had been studied in the 3-year period, the following tentative conclusions were drawn:
>
> a. A student scoring below the 40th percentile on the *Purdue English Placement Test* is likely to be unsuccessful in the study of shorthand and transcription.
>
> b. A student scoring above the 60th percentile is practically assured of success in shorthand and transcription, if he applies himself.
>
> c. The success of students scoring between the 40th and 60th percentile is uncertain.

3. Rowe, J. L. The selection of shorthand students. The College of Education Record. The University of North Dakota, Grand Forks, N. Dak. Current issues in the teaching of shorthand. Vol. 15, pp. 143-5. June 1960

Not all students can learn shorthand. . . . Although standard selective procedures for shorthand students are not completely valid when predicting success, we can, however, use existing prognostic criteria to predict failure. Selection is, therefore, recommended. . . .

Prognostic tests having the most value are those attempting to predict success in transcription and English skills as well as in shorthand symbol learning.

If limited [selecting] data is available [to the school], the writer recommends that typewriting, IQ, and prognostic tests be employed primarily as determiners of failure rather than success.

4. Swem, C. L. The technique of shorthand reporting. McGraw. 1941. p. 5

> The first question I would ask a class of prospective shorthand reporters still in school is, "Do you like shorthand?" All those who answered "No," or that they did not know, or who were indefinite in their replies, I would pass by immediately. I would not bother to inquire into their intelligence, their background, or even their learning aptitude. They may become President of the United States or great industrial magnates, but they will never be shorthand reporters. They lack the very first requisite.

On the subject of the use of a recording machine in the classroom

Good classroom practices in business education, Monograph 85. South-Western Pub. Co. 1953. p. 34

> The voice recording machines make it possible for students to take additional dictation at rates and times suited to their convenience. For beginning classes, the teacher may dictate several letters from the textbook, announcing the page and letter numbers before each letter, so that students may preview difficult words before taking the dictation.

On the subject of the master shorthand teacher

Rowe, J. L. Identifying characteristics of the master shorthand teacher. The College of Education Record. The University of North Dakota, Grank Forks, N. Dak. Current issues in the teaching of shorthand. Vol. 15, pp. 138-43. June 1960

> The master shorthand teacher has acquired a vocational shorthand skill.
>
> The master shorthand teacher is a drill master.
>
> The master shorthand teacher writes well-proportioned and fluent outlines on the chalkboard.
>
> The master shorthand teacher thoroughly presents the shorthand alphabet during the first few weeks of shorthand teaching.
>
> The master shorthand teacher uses testing devices primarily as discipline in learning.
>
> The master shorthand teacher informs students of everchanging goals.
>
> The master shorthand teacher varies classroom activities, to maintain high interest throughout the period
>
> The master shorthand teacher provides the students with ideal learning conditions.
>
> The master shorthand teacher uses supplementary teaching de-

vices such as tape recorders, records, films, and bulletin boards. The master shorthand teacher has perfected the art of dictation. The master shorthand teacher constantly develops the concept of mailability.

On the subject of undesirable teaching activity

Zoubek, C. E. Sure-fire devices to kill the enthusiasm of the most enthusiastic shorthand class. Business Teacher. Vol. 39, p. 21, Jan. 1962

1. During the first few days, make every effort to convince your students that shorthand is difficult and that if they thought they were enrolling in a "snap" course, they have another "think" coming.
2. Don't be easy on homework – pile it on.
3. Never prompt a student when he is reading back; make him figure out every outline . . .
4. Give the students the transcript? Never!
5. Prowl up and down the aisles watching students write as you dictate. And very important: Don't tell her how to write [an outline] correctly; make her look it up.
6. Dictate word list tests as soon after presenting a principle as possible, making students initiate outlines.
7. Insist that everybody write the tiniest possible notes – the smaller the better.
8. Never give a shorthand preview when you dictate new matter.

NEWER SYSTEMS OF SHORTHAND

Several new systems of shorthand have made their appearance and in some cases have enjoyed a degree of popularity. The shorthand systems appearing in recent years offer possibilities to young and old alike who wish to develop a writing speed which is faster than their usual way of writing. Such a desire may arise from a person's need to take study or lecture notes, to take notes for a club meeting, or some other personal use.

Shorthand—Personal Use

It will not be necessary to submit a special course outline for a one-semester, personal-use shorthand course to the Bureau of Business and Distributive Education if:

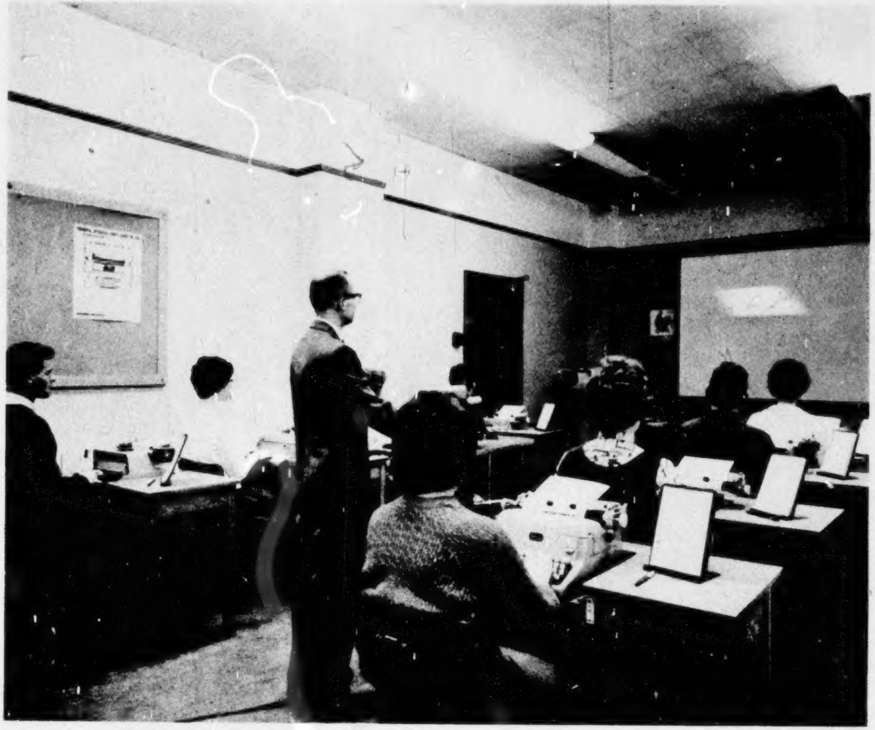
1. This syllabus is used as a general guide except that the emphases would be changed.
2. The course is open to 10th, 11th, and 12th grade students.
3. *Credit* – One-half unit can be given provided the class meets one class period a day for a full semester or the equivalent. This credit may be used in Group 3 for State and/or local diplomas.
4. *Homework* – Equivalent outside preparation for each student is expected.

- **The effective teacher is enthusiastic about his subject.**

Possible Future Developments

The newer systems of shorthand now making their appearance have not been analyzed extensively by research. In fact, little research is available concerning the merits and demerits of these newer systems. However, some impressive results have been obtained by some teachers as reported in business education literature. Undoubtedly, for persons interested in developing shorthand skill for personal use, the newer systems of shorthand will prove helpful. Some adult education directors find such a shorthand offering to be a popular subject. There is also information available showing that some of the newer systems of shorthand are satisfactory for vocational use.

- **Perhaps the newest thing in shorthand is not in shorthand at all, but in the people who are taking it—and the purposes for which they are taking it.**



Visual aids, properly used, offer enriched learning.

Observe: (1) Attentiveness of class; and (2) use of a machine similar to a filmstrip projector, but with a special attachment making it possible for the teacher to control the speed of the projection on the screen. The projection moves from left to right exposing the shorthand outlines. A simple turn of a dial can speed up or slow down the moving image.

SHORTHAND 1

Time Requirements and Regents Credit

Shorthand 1 classes are required to meet a minimum of four or five periods a week for two semesters for one unit of Regents credit. There should be an equal amount of preparation time outside the classroom. (See Transcription section, page 95, for possible arrangements of the transcription course.)

Aims

There has never been complete agreement among shorthand authorities and business educators as to just what should be accomplished by high school students at the end of each semester of shorthand instruction. Such diversity of opinion is good because it encourages research in shorthand which not only aids the teacher but also the student. Indeed, there is no justification to attempt to fit all shorthand students into one mold. The objectives of any school should depend upon many variables, and that is why no attempt is made here to advance the idea that the aims set forth in this section should be adopted by all shorthand teachers.

While there is disagreement among shorthand teachers as to what should be accomplished at the end of each semester, there are also many areas of agreement. *The good shorthand teacher believes in the following aims*:

1. To build pupil competency in the ability to take verbatim dictation at a reasonable rate of speed
2. To develop a reasonable degree of skill in transcribing in longhand (or where possible on the typewriter) shorthand notes taken in dictation
3. To acquaint the student with a basic shorthand and business vocabulary and ability to apply this vocabulary
4. To develop the ability to relate such other knowledges as might apply
5. To provide (when and where appropriate) remedial instruction in English and spelling deemed a minimal essential for vocational use in the community
6. To develop desirable attitudes, ideals, and traits of character which will contribute to a wholesome and successful social and business career

- **The ultimate aim of all shorthand teaching is the efficient production of a mailable transcript.**

While a mastery of the techniques of the subject is the controlling factor in shorthand instruction, it must be remembered that technical ability alone will not meet the requirements of business. The stenographer must combine his technical ability in shorthand and transcription with general training and a knowledge of business practice if he is to qualify as an efficient office worker. The teaching purpose, therefore, will include the correlation necessary to give the pupil this desired equipment. Ideally, there should be no adjustment needed on the part of the recent graduate in relating his school experience in the stenographic skills to his office job. Practically, there will always be some adjustment, but the good teacher is always interested in keeping this adjustment to a minimum.

Viewing shorthand from beginning to end, certain objectives come into sight.

> The purpose is to develop a minimum shorthand writing skill . . . on relatively easy and controlled material. [Definition of elementary shorthand]

Guidance in business education. Monograph 83. South-Western Pub. Co. 1953. p. 16

- **Our goal should be to achieve the maximum results in the shortest time.**

Teachers who use the reading approach will spend the major portion of the class period teaching shorthand through reading shorthand, and the remainder of the time teaching shorthand through writing shorthand. In other words, *reading* and *writing* are the two major avenues to developing skill. The reverse procedure is appropriate where the emphasis is on the writing of shorthand. Tonne has this to say about the reading approach:

> The development of the Functional Method in Gregg Shorthand . . . and of the eclectic method of teaching Pitman shorthand, has improved the teaching of shorthand.
>
> Shorthand learning is essentially a language type of learning. . . . A reading approach helps to overcome this weakness [inability of the student to read what he writes]

Tonne, H. A. *Principles of business education;* 3d ed. McGraw. 1961. pp. 310-11

The time to be spent on reading has been dealt with extensively in business literature. Leslie says:

> In language-art shorthand teaching, the reading approach may best be used for approximately 20 class periods before any writing is done; in science-type teaching the reading approach

> will be more effective if it is used for only a few class periods before beginning to write.
>
> On the other hand, many successful teachers prefer to begin writing on the first day of shorthand instruction. There are pros and cons that each teacher must weigh for himself in assemblying the group of devices and procedures that he will use . . .

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. p. 46

- **Read, read, read; write, write, write.**

A popular methods text has this to say:

> The . . . automatization of shorthand rather than [the] intellectualization of the skill [is the all-important objective].

Tonne, H. A. & others. *Methods of teaching business subjects;* 2d ed. McGraw. 1957. p. 141

There is no doubt that shorthand is only a means to an end, and that end is transcription. To reach the ultimate goal of transcription, objectives must be established at the conclusion of each semester. Let us examine the desirable end-of-semester goals for shorthand 1.

FIRST-SEMESTER GOALS

Theory

In some systems of shorthand, it is possible for the student to acquire a knowledge of all the principles of the system during the first half-year. It is suggested that this practice be encouraged whenever possible. In other systems, this is not easily done; therefore, approximately one-half (or more if possible) of the theory will be taught. The school must set its own goals according to the system of shorthand being offered.

Rapid Reading

Whether the reading (part of the functional or language-art method) or the writing (science-type or traditional method) approach to the learning of shorthand is used, reading must always be without hesitation. Reading fluently both from the textbook plate notes and from the student's own shorthand notes, rapid recognition of the system should be stressed.

- **Spend very little time on minor theory points.**

A shorthand student who can read shorthand without faltering shows definite signs of skill development. Lamb discusses this point by emphasizing that:

> Fluent reading of shorthand for meaning is the outstanding reading technique to be required. Students should be required to read a great deal of common matter in order to automatize their reading responses to words of high frequency and they should be timed both on reading from plates and on reading from their own notes. They should also do some assigned reading at home aimed at increasing their shorthand vocabulary.

Lamb, M. M. *Your first year of teaching shorthand and transcription.* South-Western Pub. Co. 1950. pp. 136-7

Writing

It is important that the student learn from the beginning to write the system of shorthand with ease and fluency. The student should become acquainted with the rapid, fluent method of executing the outlines. The teacher's "chalkmanship" at the chalkboard should be rapid, fluent, and attractive. Angus says:

> Well-executed, artistic outlines on the board can do much to help in the improvement of the writing style of the students.

Angus, M. M. Sound teaching methods for shorthand. *Business Education Forum*. Vol. 16, p. 17, Oct. 1961

- **Never write a careless outline.**

Leslie agrees with the idea that the teacher's outlines are important in skill development for he states:

> The habits used in the writing of shorthand are best formed by copying from well-written shorthand plates . . . and then from the teacher's shorthand at the [chalkboard]

Leslie, L. A. *Methods of teaching Gregg shorthand*. McGraw. 1953. p. 191

Penmanship

It is axiomatic to state that people are individuals but it is important that this concept be kept in mind particularly as it applies to developing acceptable penmanship and legibility in the shorthand class. Leslie discusses this point so thoroughly that it is appropriate here to extract some of his comments:

> The newer school of thought contends that, if the dictation is slow enough so that the learner is always able to preserve a high degree of control over the shorthand penmanship and a high degree of theoretical accuracy of outline, the learner's speed is not being forced sufficiently. The contention is that most of the dictation should be given so rapidly that the learner is constantly stretched to the utmost, with some necessary lowering of the quality of the shorthand penmanship and the percentage of accuracy of the shorthand theory.
>
> . . . the newer school of thought is strictly utilitarian and tends to rate shorthand success altogether on the basis of the transcript, without regard to the quality of the shorthand notes.

Leslie, L. A. *Methods of teaching Gregg shorthand*. McGraw. 1953. p. 79

- **Comfort need be the only criterion for penmanship.**

Leslie goes on to say:

> Utility rather than beauty should be the standard set for the shorthand writing of the learner who is planning to become a stenographer. (82)
>
> . . . too much stress on good shorthand penmanship is likely to make the learner so "penmanship-conscious" that he will suffer serious loss of shorthand speed in his attempt to write shorthand notes of a higher quality of penmanship. (82)

> . . . Rifkin's [an inverted left-handed writer who is recognized as an outstanding shorthand reporter] writing position is an excellent example of the futility of wasting time on . . . details of posture and hand position. (127)
>
> There is no hand position that is necessary for the writing of good shorthand. The writer should be comfortable as he writes. (130)
>
> Body posture is probably the least of the factors concerned in good shorthand writing and may be ignored in any but really extraordinary cases. (130)
>
> There is no one correct hand position, and more harm than good will be done in most cases by trying to impose hand position on the learner. (136)
>
> Six penmanship fallacies [held by Gregg shorthand teachers] include:
>
> Strive for even, rhythmic writing (138)
> Light touch, hairline strokes (139)
> Uniform slant (140)
> Write small, compact notes (141)
> All stenographers use pencil (144)
> Be sure you don't pinch the pen (145)

It is apparent from the above quotations that good penmanship is desired but only to the extent that legibility is present. To take instructional time to go beyond this point seems to be questionable. Desirable as it may be, fluency of shorthand writing is usually achieved after 1 year of shorthand instruction, but the goal of writing without hesitation begins when writing is introduced.

- **Eliminate pen pinching.**

Pretranscription Skills

Correct spelling, proper punctuation, correct sentence structure, and good letter form are all pertinent to the end result to be achieved, which is to produce a mailable transcript. Therefore, even during the early theory-learning stages, these skills should be introduced whenever the opportunity arises.

The teacher's responsibility for developing pretranscription skills is clearly recognized by Travis who says:

> . . . a constantly increasing amount of time is being given to punctuation and other points of English. Although this emphasis on English . . . is particularly intended as an important phase of pretranscription preparation for those going into

> stenography . . . it serves to reinforce these basic fundamentals for all students . . .

Travis, D. L. Improvement of instruction in business education at the secondary school level. *National Business Education Quarterly*. Vol. 28, p. 34, Summer 1960

In developing pretranscription skills, it is important to emphasize that it can best be done as an "on-going activity" rather than having a certain block of time during the semester devoted to it. Teachers who are successful in developing pretranscription skills know that it is far more effective to teach the use of the comma repeatedly over a number of days or weeks than to deal with it exclusively for a concentrated number of weeks and then never deal with it again. In fact, the student who completes 25 sentences in one class period requiring the use of the comma (or any mark of punctuation) does not develop as high a skill on the use of the comma as a student who completes a single sentence a day for 25 successive days.

- **Punctuation practice every day keeps errors away.**

The problem faced by the shorthand teacher in developing pretranscription skills should not be minimized, for Leslie states:

> The most difficult pretranscription training is that in the conventions of written English–spelling, punctuation, typing style, etc.

Leslie, L. A. *Methods of teaching Gregg shorthand*. McGraw. 1953. p. 231

Oral Transcription

Oral transcription is extremely important. It should be carried on more or less regularly as a student reads aloud in class from shorthand notes from the text or of his own making. As the student reads, he supplies the punctuation, capitalization, paragraphing, spells difficult words, and provides all other information needed to produce a mailable transcript. All students benefit by this oral transcription for it helps to answer questions raised in their own minds and it provides a constant review of transcription pointers.

Work Habits

The student should develop work and study habits which will help contribute to a wholesome and successful social and business career. It is necessary to begin drilling on good, businesslike habits from the very first day. The student should be encouraged and taught to:

1. Arrive on time
2. Date the notebook at the bottom
3. Have the tools of his trade in readiness (for example, a pen and at least one No. 2 lead pencil)
4. Be prepared to begin work without delay

Immediately upon entering the classroom, the students should settle down and prepare for the class instruction. The teacher should proceed with minimum delay to begin the instruction for the day. (For additional discussion on work habits, see page 19.)

- **Insist that your students display good work habits every day.**

To Pass or To Fail—That Is the Question!

If a student is unsuccessful and has done all of the work required at a minimum standard level and demonstrates his unfitness for continuing in shorthand, *there is much to be said in favor of giving the student a terminal grade at the end of the first semester and then allowing him to terminate the shorthand program.* This is not to be a reward for the student who does not try or work to his capacity. It is intended as a mark of recognition or achievement for the student who finds that shorthand is not for him. After receiving this terminal mark at the end of the first semester, the student may be granted one-half unit of Regents' credit to be used in Group 3 for State and/or local diplomas.

Some students might be encouraged to repeat the first semester's work in the regular session or possibly in summer school. Other students might be interested in electing a 1-year vocational course in machine transcription on an individualized tutorial basis beginning with the second semester.

Student and Teacher Goals

For the Student

Student goals are perhaps one of the most neglected areas of education. The absence of student goals is a detriment to learning, for without goals, trial-and-error learning rather than a systematic path to progress takes place. Therefore, it is important that each student be taught to set his own goals for shorthand learning. These goals should be short term and long term. In other words, the goals may be set by the day, week, month, and semester. Students find short-term goals to be most appealing and realistic.

At the beginning of each lesson, the teacher should remind the students that it is important for them to determine what they hope to accomplish by the end of the class day. One student might set a goal of deep concentration during the recording of dictation and resolve to block out all other sounds and distractions; another student might set a goal of turning his notebook pages faster; still another student might decide that by the end of the period, he will have mastered the "rd" combination; finally, another student might aim at writing a dictation without interference or interruption from that little inner voice we all know so well that keeps whispering to us to "quit," "give up," "too fast," etc.

- **Each student should have a goal for each day.**

So important are students goals that it must be stated once again: The road to self-improvement is through identifying the problems that lie ahead and by developing a determined attitude to rise above the problems no matter what intervenes. Students should be taught to appreciate the need for goals.

The importance of pupil goals is recognized by business educators as being extremely desirable.

> All methodology in the teaching of shorthand points to the great need for having pupils set individual goals for attaining higher levels of speed in taking dictation.

Jevons, Elsie, & Halbersleben, Helen. "Guidance activities in shorthand," in American business education yearbook; *Guidance problems and procedures in business education,* by V. A. Mussleman, editor. Vol. 11, Chapter 13, p. 198. New York Univ. Bookstore. 1954

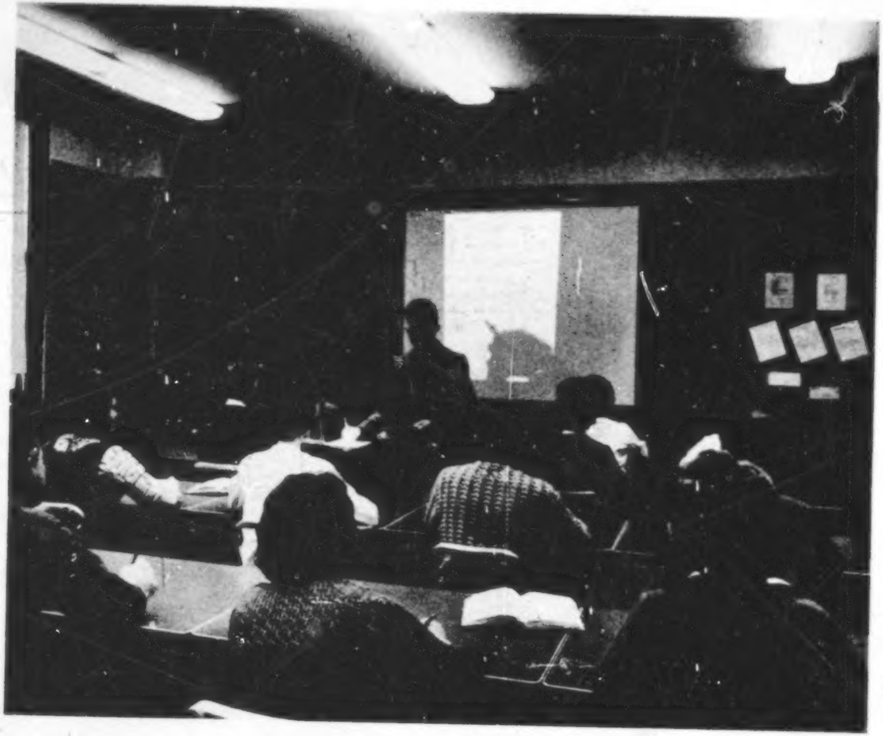
As teachers help students set goals, the words of Travis should be kept in mind:

> In the development of the skills, it is a simple matter to set individual goals. The goals should be attainable but constantly moving upward.

Travis, D. L. Improvement of instruction in business education at the secondary school level. *National Business Education Quarterly*. Vol. 28, p. 33, Summer 1960

For the Teacher

The effective teacher aims at an educational target. That target is greater student achievement. When the objectives of the course are



Teacher's use of overhead projector.

Observe: (1) Teacher's writing on screen for all to see; (2) teacher illustrating how to correct error by drawing diagonal line through it; and (3) interest of class due to dramatic presentation.

clearly in focus, the teacher is well on the way to accomplishing all that he set out to accomplish. Balsley states:

> If maximum learning is to take place in the shorthand program, evaluation must be a constant factor in each class hour, not just a basis for the issuing of grades at the end of each term. There must be informal evaluation of student learning after each activity in the class period. . . . On the basis of such an evaluation, the teacher will then "evaluate" the effectiveness of the device, technique, or procedure she used in terms of the objective or purpose she had in mind. If the objective was not achieved, she will then select a different activity, some other way of trying to accomplish that objective. In other words, the teacher first evaluates the students' responses or performance, and then as the next step, evaluates the appropriateness of the teaching device or procedure.
>
> In order to evaluate student progress, the teacher must have in mind the ultimate goal of the complete sequence of shorthand courses (job competency), the terminal goal of each specific course, and the intermediate goals within the specific course. Then, she must also have in mind the personal goals that each of her students should have.

Balsley, I. W. "Shorthand," in American business education yearbook: *Evaluation of pupil progress in business education*, by E. L. Popham, editor. Vol. 17, Chapter 9, p. 185. New York Univ. Bookstore. 1960

- **Be a constant inspiration to your students.**

SECOND-SEMESTER GOALS

Shorthand is a beautiful art. The learning of shorthand is not a final product in and of itself. The reason for learning shorthand is to be able to transcribe notes completely at some later time. Hardaway and Maier discuss this point by stating:

> The objective of shorthand instruction is to teach the students to write shorthand outlines rapidly and clearly enough so that they may transcribe dictation accurately and speedily.

Hardaway, M. & Maier, T. B. *Tests and measurements in business education;* 2d ed. South-Western Pub. Co. 1952. p. 150

- **Shorthand is only the vehicle for achieving the desired objective—transcription.**

Before transcription takes place, students need to develop a multitude of skills. Fedorczyk states:

> Shorthand teachers are aware that (a) students must be thoroughly familiar with shorthand symbols in order to write shorthand rapidly; (b) students must not only be able to read the symbols, but they must also be able to construct them within differing word patterns; and (c) students must be able to spell and must have a good vocabulary in order to transcribe shorthand symbols into correct English longhand.

Fedorczyk, V. S. Providing for individual differences in shorthand from the beginning. *Business Education Forum*. Vol. 15, p. 31, May 1961

As in the first semester, shorthand instruction aims at developing theory, rapid reading and writing, transcription skills, penmanship, and work habits.

Theory

Too much emphasis on theory is just as objectionable as too little emphasis. Although students should have a reasonable knowledge of shorthand, it is not necessary for them to develop 100 per cent accuracy in shorthand theory. Leslie states:

> Experience has proved conclusively that some of the learners with the best theory and penmanship fail to become rapid and accurate shorthand writers, whereas many learners with poor shorthand theory and penmanship are rapid and accurate shorthand writers and successful stenographers.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. p. 80

The problem is for the teacher to decide when the students have acquired enough theory and at what point other shorthand objectives can be given more attention.

- **Do nothing with words or word lists, except the brief forms which should be read cumulatively from the back of the book, individually and in unison.**

Reading

Shorthand is best learned by both reading it and writing it. Lamb recognizes the importance of proper instruction in reading:

> Because the ability to read in thought units is one of the techniques required for efficient transcription, students should be trained to read in thought units from the beginning of their training.

Lamb, M. M. *Your first year of teaching shorthand and transcription.* South-Western Pub. Co. 1950. pp. 136-7

Most class periods should provide an opportunity for students to read as an individual and with the entire class. The clue to maintaining student interest is to vary class activities. The teacher must provide the right amount of reading time for each class meeting. Individual class needs will determine how much time should be devoted to oral reading.

Writing

At the end of the first semester, the shorthand student should be writing much of the dictation in a manner approaching fluency. It is unreasonable to expect expert performance in taking dictation at this stage – indeed at any learning stage, because the real development of shorthand skill comes on the job. However, students are expected to write *some* of the dictation without faltering. Leslie is not convinced that great stress be placed on developing fluent writers for he states:

- **It cannot be emphasized too thoroughly that, when we come to write from dictation, everything else must be forgotten except the single determination to get it down.**

> The good shorthand writer does not write "smoothly and evenly." He writes with constantly varying pressure and line speed, accommodating himself to the ease or difficulty of the joinings. The learner will usually acquire the correct technique naturally unless the teacher, through counting drills or some

> other metronomic device, compels the acquisition of the "smooth and even" style of writing.

Leslie, L. A. *Methods of teaching Gregg shorthand*. McGraw. 1953. p. 347

Of course, Leslie is not saying that the objective of fluency is not desirable, for indeed it is. He *is* saying that during the initial learning stages of writing, when students are still in the formative stages of learning the art of shorthand, too much emphasis on even flow of writing sets up undesirable blocks to speed which if allowed to mature will prove to be difficult obstacles to high speed levels.

As students mature in the shorthand course, more emphasis should be placed on smoothness in writing. On this point, Leslie states:

> . . . shorthand writing is more of a mental than a mechanical process. . . . If the writer can think out the correct outlines rapidly enough he will find little or no difficulty in transferring it to paper.
>
> Fluency at all times must be emphasized and all hesitation should be eliminated.

Leslie, L. A. *Methods of teaching Gregg shorthand*. McGraw. 1953. p. 136

The point to remember is simply this: Emphasize fluency but don't overemphasize it, lest you create inhibitions which are more serious than a faltering writing style.

- **Develop a smooth writing style.**

Forkner recognizes that some students will write without hesitation while other students are laboring over outlines:

> The teacher recognizes that all stenographic positions do not require high speeds of dictation. Therefore, he gears his instruction so that the most able students develop high rates of dictation and the students who do not possess or cannot reach high rates are helped to develop employable skills at lower rates.

Forkner, H. L. "The other side of the desk in the shorthand class." Part IV from *How to teach business subjects*. United Business Education Association. National Education Association, Washington 6, D. C. 1959. p. 134

The teacher should understand what contributes to good writing technique. Lamb is of assistance on this point:

> Students should know and observe the details of situation writing techniques and notebook use that contribute to fluent, skillful writing.
>
> Writing surfaces should be clear.
>
> Students should be seated for maximum writing comfort.
>
> The position of the writing hand is important to eliminate pen pinching.

Students should write outlines, not draw them.
Students should not be allowed to write sprawling notes.
Errors should be crossed out, never erased.
As soon as students start to write shorthand, they should adopt good notebook habits.

Lamb, M. M. *Your first year of teaching shorthand and transcription.* South-Western Pub. Co. 1950. pp. 137-8

- **New matter dictation material may be found everywhere; but, for best results, use short business letters of from 80 to 160 words.**

Pretranscription Skills

The ability to take dictation of ungraded and unpreviewed material is of no value unless the standards of mailability have been met, even though that transcription appears in longhand. A mailable transcript means that a prudent businessman would sign the letter. A student who takes an unreasonable length of time to transcribe has not acquired a salable skill.

The subject of how much speed students should have in taking dictation and in converting it to longhand during the early stages of learning shorthand is discussed at length in the literature. Leslie states:

> The minimum acceptable speed of these longhand transcripts will begin at about 8 wam after 5 to 10 periods of instruction and will reach a minimum of 13 wam after approximately 40 periods of instruction.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. p. 205

Leslie's comment applies to first-semester shorthand. By the time students are in the second semester of shorthand instruction, their longhand transcription rate should have improved. The amount of improvement will vary according to the individual levels of skill developed by each student. It is suggested that teachers time students as they copy from any printed matter into longhand to determine their rate of writing speed. Following this, another timed writing should be given requiring students to copy from shorthand plate into longhand. This provides a basis for determining the amount of improvement in speed of writing being made by each of the students.

Whenever possible, dictated matter should deal with realistic business situations; the transcripts, even though they appear in longhand, should resemble an actual business letter which follows acceptable letter styles.

- **Do not, if you can avoid it, separate a skill from the normal function it is intended to serve.**

Penmanship

Individuals are different in many ways including variations in handwriting. It is a serious mistake to attempt to remake anyone's writing, for this cannot be done except at the expense of mental and emotional adjustments, time, and costly distractions from more important shorthand learning situations. If the outline is legible and can be transcribed accurately, this is all that counts. Leslie says:

> . . . under no circumstances should the teacher correct the learner's shorthand notes. Correction of the notes makes the learner self-conscious about his notes and hampers his skill development.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. p. 193

In discussing the point that no attempt be made to reshape the writer's penmanship, Blanchard makes the following recommendation:

> Permit the large writers, the small writers, the backhand writers, the vertical writers, and the left-handed writers to retain, with very few exceptions, their individuality of style when writing shorthand.

Blanchard, C. L. *Twenty shortcuts to shorthand speed;* 2d ed. McGraw. 1947. p. 24

- **Make no effort to standardize the size and slant of your students' notes.**

Work Habits

The personality traits and work habits that are discussed on pages 19 to 21 are intended to be an ongoing activity throughout the entire shorthand and transcription program. Because intrinsic motivation is far superior to the extrinsic type, students should develop a personal pride in all the work they do. Teachers should encourage only the highest of personal standards among their students. Before any paper is submitted to the instructor, the students should have evaluated their own work in terms of its acceptability. All evidence indicates that, if the teacher's standards are minimum, students will work up only to the minimum; if the teacher's standards are high, students will likewise work up to those same high standards.

It is the responsibility of each teacher to know what business standards are expected by employers in the business community. Knowing this, the effective shorthand teacher then uses these business standards as a basis for establishing school standards. Not only is this desirable from the teaching viewpoint, but such standards make good sense to students and they are more willing to co-operate with the teacher as to the requirements of the course.

Tests

It is only natural that many students fear tests. However, the teacher can do much to lessen student apprehension. Beginning tests should be easy and on familiar material so as not to set up any blocks to learning. Tests, or quizzes, in the early learning stages should be from homework material. On this subject, Leslie states:

> A good shorthand test should be quick and easy to administer . . . to correct (and) to score.
>
> . . . the test should measure the development of the learner's shorthand reading and writing skill rather than his ability to verbalize rules or construct outlines identical with those in the shorthand textbooks.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. pp. 196-7

- **During the first semester of shorthand, all tests should consist of familiar material.**

Leslie goes on to say:

> . . . the first type of test to be given to the beginner should be one in which the learner transcribes in longhand a shorthand plate.
>
> . . . The optimum length of the test seems to be about 3 minutes.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. pp. 203-4

Forkner also agrees on using familiar matter on some types of tests for he states:

> . . . the real test in dictation and transcription progress . . . should be on familiar matter . . if we are to mark a student on progress, we must be sure we are testing the same thing [familiar matter] each time.

Forkner, H. L. "The other side of the desk in the shorthand class." Part IV from *How to teach business subjects.* United Business Education Association, National Education Association, Washington 6, D. C. 1959. p. 137

- **Short quizzes, frequently given, are far better than long, infrequent tests.**

It is so easy to give a test, but it is not so easy to give a *good* test. Rowe discusses testing at some length:

1. A major purpose of testing in shorthand is to promote the learning process.
2. The results of a test should reveal the student's relative standing.
3. The techniques and mechanics of the test should be thoroughly understood by the student.
4. Theory tests should be based upon previous learning experiences.
5. Testing should pave the way for remedial teaching.
6. The results of each test should be given to the student in the shortest possible time.
7. The test score should never be a surprise to the student.

Rowe, J. L. The art of testing. *Business Education World.* Vol. 40, pp. 27-8, Jan. 1960

Although testing is important, the teacher must not overdo it. Another important point to remember is that every test should also teach. Following each test (when the graded papers have been returned to the students the following day), the teacher should go over the test, item by item, and make certain that students understand their incorrect answers.

In addition to testing on transcription skills, some teachers may wish to test students on the principles of the system such as requiring them to write shorthand outlines for brief forms, derivatives, phrases, and other words which illustrate an understanding or a degree of mastery of writing shorthand.

A variety of tests suitable for elementary shorthand is identified by Balsley:

Timing the reading from plate notes
Timing the reading of outlines from charts
Timing transcription in longhand from plate notes
Timing reading from homework notes
Reading from notes taken from dictation
Brief form tests
Theory tests
Vocabulary tests
Transcribing in longhand notes taken from dictation

Balsley, I. W. "Shorthand," in American business education yearbook; *Evaluation of pupil progress in business education,* by E. L. Popham, editor. Vol. 17, Chapter 9, pp. 190-1. New York Univ. Bookstore. 1960

- **Each year, many thousands of employees take the National Business Entrance Tests in Stenography; try them on your own students.**

Word list tests are commonly given by shorthand teachers. Equally good reasons have been advanced in the literature concerning the pros and cons of word theory tests.

> Whether the functional or traditional method [of Gregg shorthand] is chosen, the use of word lists covering certain principles of the system is regarded as effective by some teachers in helping the student evaluate his command of the vocabulary he has studied or in providing a basis for grading . . . *The Business Teacher* contains Complete Theory Tests that can be used by the [Gregg] teacher who likes this type of measuring device [while Pitman writers will find similar theory tests in issues of the *Pitmanite*].

Balsley, I. W. "Shorthand," in American business education yearbook; *Evaluation of pupil progress in business education,* by E. L. Popham, editor. Vol. 17, Chapter 9, p. 191. New York Univ. Bookstore. 1960

It is well for the shorthand teacher to know what the pros and cons of theory tests are:

> Word list tests (when and if used) should be confined to high frequency words and to brief forms.

Hardaway, M. & Maier, T. B. *Tests and measurements in business education;* 2d ed. South-Western Pub. Co. 1952. p. 156

Leslie does not favor word list tests for he says:

> The writing of isolated words is rarely, if ever, justified. . . . Very little time should be spent discussing the meaning of words.
>
> [The word list type of test] is no longer a necessary or desirable type of shorthand test.
>
> . . . if word-list tests are to be used at all, only the transcripts should be scored or graded.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. pp. 194-209

- **Learning brief forms is worth the effort; automatizing the first 500 most frequently used words in much the same way we now automatize brief forms would be worthwhile.**

End-of-Year Test

Since shorthand ability is but a means to an end, mailable transcripts of letters given in dictation should be the final test at the end of shorthand 1. On this point, Dempsey states:

> The final grade in the course should be based on a certain

number of mailable letters to be produced over a period of time.

Dempsey, A. V. "Teaching" instead of "Timing" in transcription class. Part IV from *How to teach business subjects.* United Business Education Association, National Education Association, Washington 6, D. C. 1959. p. 169

When giving the final test, shorthand notes should be read and examined by the teacher to make sure that no longhand appears. This is in agreement with the suggestion set forth in the latest edition of the brochure entitled *Suggestions on the Conducting of Examinations and the Ratings of Regents Examinations Papers in Business Subjects.*

Test Content

4

Material need not contain an inside address, but it should have a salutation, complimentary closing, and both dictator's and stenographer's initials. The current date should always be a part of the daily work. The Regents examination in shorthand at the end of 2 years furnishes the students with a printed folder listing the inside addresses and any "unusual" words contained in the dictation. The first-year final examination should closely resemble this Regents examination format. In choosing material to be dictated (original or from supplementary text), the teacher should try to find material that will be of interest to the student.

- **Learn what kinds of tests are given by local business firms to persons seeking employment in the stenographic field; use these tests in your classroom.**

Syllabic Intensity

Syllabic intensity (s.i.) means the counted number of syllables divided by the number of words. For example:

100 words with 100 syllables = 1.0 s.i.
100 words with 140 syllables = 1.4 s.i.

Dictation on the final test should be from new material of approximately 1.4 syllabic intensity and for a minimum of 6 minutes. (Refer to page 16, and note the paragraphs discussing word count.) The standard word, containing 1.4 syllables, is the minimum level of dictation material used in the Regents examination for shorthand. To prepare students to pass this examination, it is suggested that the shorthand teacher use graded dictation material which begins at 1.0 s.i. and extends up to approximately 1.6 s.i., thus insuring a comfortable degree of "overlearning" and a safe margin of mastery of word difficulty.

Dictation Rate

It is suggested that 50 wam be considered as the minimum rate of dictation for the final dictation test. However, the maximum rate of dictation is unlimited. This cannot be stressed too strongly. It is the teacher's responsibility to take the students along the path of vocational efficiency as far as their individual talents will allow. Many teachers and students go beyond the minimum rate of 50 wam in their achievement by the end of the first year of shorthand; some schools, in fact, look to 60 wam as their minimum goal.

- **Students in schools should be prepared to take dictation under adverse conditions.**

Time

Because of the varying lengths of examination periods, as well as differences in student abilities, there is no set number of letters dictated or transcribed by students in their final test at the end of their first year of shorthand. Some teachers prefer to dictate four letters and have three letters transcribed; other teachers set a standard of four letters dictated and four letters transcribed; while still other shorthand teachers dictate five letters and require their students to transcribe four of them.

It is important that whatever the number of letters dictated, time should be available in the testing period to transcribe the minimum number set by the teacher. It is a mistake, for example, to attempt to dictate six letters and require that five of them be transcribed in a 40-minute period. The time pressure in this instance is unrealistic and unfair to the student transcriber. Nevertheless, if the teacher has a record of the student's longhand or typewriting transcription rate as it has been developed during the year, it will be a simple enough matter to determine accurately the number of letters every student can reasonably be expected to transcribe during a given time.

Marking Schedule

The severity of grading will depend upon the time allotted for the final test, and the number of letters to be dictated and transcribed. For an explanation of the terms major errors, minor errors, mailability, and other penalties, consult the latest edition of the brochure entitled, *Suggestions on the Conducting of Examinations and the Ratings of Regents Examination Papers in Business Subjects*. The following penalties are given as suggestions:

Letters Dictated	Letters Transcribed	Per cent Value of each letter
5	4	25
4	3	33⅓
3	2	50

PENALTIES

Major	Minor	Mailability
—2%	—½%	—10%
—3%	—¾%	—10%
—4%	— 1%	—10%

- **When in doubt, write it out.**

Teaching Suggestions, Devices, and Hints

First Full Period of Instruction

Demonstrate to the students the value and ease of writing shorthand as compared to longhand. Use the chalkboard as a means of demonstrating by having one student come to the board and write longhand on one panel while the teacher writes shorthand on another panel, as another student dictates.

Have the students write something in shorthand such as student names, day of the week, month, name of their city, and so forth. Each shorthand outline should be provided them.

Show how longhand makes use of shortcuts such as Mr. for Mister, St. for Street.

Second Full Period of Instruction

It is ordinarily advisable to keep different sections of shorthand classes on the same lesson, in case transfers from one section to another take place during the first week of the term.

- **The successful teacher of shorthand is ever on the alert to make changes in his teaching procedures, in an effort to achieve a higher degree of proficiency.**

The teacher should spend several parts of at least two class periods demonstrating the proper way to do the daily homework, because it is important for students to understand the most effective ways of developing their shorthand skills outside the classroom. Therefore, repetition of instructions and more than one demonstration by the teacher are essential.

The teacher should have the students do the first homework assignment together in class so that any questions may be covered immediately. If possible, a "sample homework" prepared by the teacher may be duplicated and distributed to each student.

The kind of homework a student is asked to do, and the *way* in which homework is completed can contribute to or detract from shorthand skill development.

> Pupils must understand the basic psychological principles underlying skill building and their application to the study of shorthand in order that there may be self-direction and guidance. For instance, if pupils know that practice must be done with concentration and thoughtfulness, if they know that short, frequent study periods are better than one long period, and if they know that vocal response to practiced outlines is extremely helpful, their homework will be more meaningful and productive.

Jevons, Elsie, & Halbersleben, Helen. "Guidance activities in shorthand," in American business education yearbook; *Guidance problems and procedures in business education*, by V. A. Mussleman, editor. Vol. 11, Chapter 13, pp. 198-9. New York Univ. Bookstore. 1954

There is much to be said in favor of having students do the same assignment on two successive nights to complete the first two assignments in shorthand. The teacher's examination of the first night's homework will provide the remedial instructions to students so that the same assignment on the second night will be done exactly the way the teacher wants it done. Once the students understand what they are expected to do, few misunderstandings will arise later in the semester.

- **One of the surest marks of a good shorthand teacher is his skill in preparing for a class.**

How the homework should be dealt with by the teacher is discussed at great lengths by Leslie. He stresses the fact that the copying of word lists is undesirable and that the emphasis should be on writing connected matter. He recommends that the homework assignment be read first and then the shorthand plates should be copied. This makes good sense because it is an established fact that shorthand is best learned both by reading it and by copying it.

> . . . every hour spent in copying well-written shorthand improves the learner's shorthand penmanship.

Leslie, L. A. *Methods of teaching Gregg shorthand*. McGraw. 1953. p. 193

- **Stenography is distinctly a language art.**

Some shorthand experts feel that it is undesirable for students to copy the same outline enough times to fill up part of a line or more. Leslie's point is that "re-creation rather than repetition" results in learning. Writing connected matter rather than isolated word lists conforms to sound principles of learning. Gates explains the reason for this by stating:

> Do not, if you can avoid it, separate a skill from the normal function it is intended to serve.

Gates, A. I. *The development of reading*. The Macmillan Co. New York. 1936. p. 269

In addition to demonstrating how the homework is to be done, the teacher will need to show how the notebook is to be used. Although the chalkboard offers the opportunity for all to observe the points being made by the teacher, it is essential that the teacher support this presentation by sitting at a student's desk, using a student's notebook, and illustrating the same points shown on the chalkboard. This serves to show students that the teacher has the skill he is expecting of his students. Wherever possible in the course, teacher demonstrations are to be desired. This suggestion cannot be made too strongly.

Among the points to be demonstrated include numbering and dating the notebook, flipping the pages, and anything else the teacher feels is essential at this time. Left-handed writers should be shown how to write so as not to smear their outlines.

- **When demonstrating, demonstrate at the student's desk.**

Suggestions for Varying the Presentation of Theory

While there should be an established pattern in the teaching of shorthand, there should also be opportunities for varying the instruction to provide for maximum interest to eliminate student boredom. Many good teachers succumb to routine procedures in the class resulting in a quick case of diminishing returns from their students. Monotony causes inattentiveness and inattentiveness causes disinterest. Teachers should constantly reappraise class teaching procedures so as not to fall into this very easy trap.

Psychologists tell us that the span of deep concentration for the average person is approximately 3 seconds. Whatever the time may be, it provides us with the justification for varying our teaching procedures. For example, theory can be presented from the chalkboard and from the text. Students can examine longhand and convert the words or sentences to shorthand and conversely they can examine shorthand outlines and convert these outlines to longhand. In addition, students can be asked to examine a page in the text and to pick out words which have a particular word ending. It is amazing how quickly students will respond if the proper incentives are provided, such as competition between rows. Of course, incentives should be changed frequently and the teacher will need to be creative in this regard so as to keep the class moving along so that class time seems short.

- **Master the blends.**

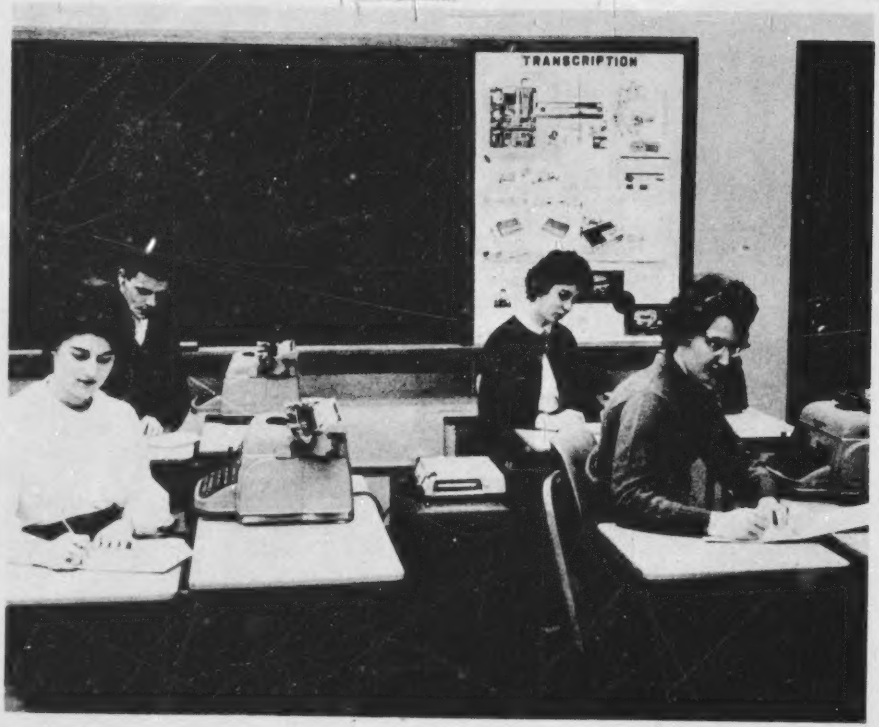
As has already been stated, students best learn shorthand both by reading it and writing it. Two more steps are needed to make the learning situation complete. These steps are: (1) previewed dictation and (2) unpreviewed dictation. Naturally, the dictation, whether or not it is previewed, should follow the lesson of the day and should support whatever theory was taught. Probably theory is best taught when it is disguised and little, if any, attention is given to the fact that rules exist. To recapitulate, if the theory for the day is concerned with emphasizing the shortened way for writing "rd" and "ld", the dictation should include words that require students to write both combinations – otherwise, the dictation is not serving the purpose for which it is intended. Even in the advanced classes of shorthand, dictation should always be given with a purpose rather than as an unprepared afterthought by the teacher.

Oral reading on an individual and class basis also serves to vary the theory lesson. The teacher is cautioned not to call on the good shorthand students more than necessary. Some recognition is to be given them, but the progress of students below the top level of the class should also be considered.

With experience, the effective teacher will devise many creative ways of presenting shorthand to the class. A head start in this direction may be obtained by examining any text on how to teach business subjects, with particular attention to the teaching of shorthand.

Audio-Visual Aids

Dictation matter probably should be based on the lessons already completed by the students. Therefore, for very early classes, it might be more advantageous for the teacher to make his own recordings. There are several companies which have correlated shorthand texts with dictated matter. This dictation is on discs and tapes, and it would be well for the teacher to become informed about such dictated matter. The advantages to be gained through the use of recordings are discussed in a monograph which states:



Clusters of work stations help provide for individual differences.

Observe: (1) Use of hearing devices plugged into one transcribing machine makes it possible to give simultaneous prerecorded dictation at one rate of speed; (2) modular-shaped furniture arranged in an "L" shape; and (3) effective bulletin board display.

> When recorded dictation is used during the class period, the teacher is free to watch the class at work, noting writing habits, knowledge of outlines, quality of penmanship, and other details. Her eyes can give full attention to class actions, rather than divide the attention between the class and the dictation book.

Good classroom practices in business education. Monograph 85. South-Western Pub. Co. 1953. p. 34

- **The teacher is the best visual aid.**

In addition to recordings, filmstrips and films are also available to enrich the first year of teaching shorthand. A list of these visual aids appears on page 17. Once again, it must be stressed that the teacher is the best visual aid. Although audio-visual aids are available to the teacher, they are intended to support rather than replace the teacher's instruction. There is no justification for using audio-visual materials if their only purpose is to "fill in" for the teacher.

What the Shorthand Teacher Should Understand

Shorthand is a challenging subject to teach. Moulton's suggestions to beginning teachers of shorthand are worthy of note both for the beginner and the experienced teacher.

> **The experienced shorthand teacher realizes the values of the following:**
>
> *Subject matter*. Know it backwards and forwards so that students will have confidence in your teaching.
>
> *Human element*. Remember, above all, that you are teaching *students* shorthand.
>
> *First day*. Emphasize the importance of shorthand as a vocation.
>
> *Character building*. Insist on promptness with assignments, neatness of work, punctuality to class, good grooming, co-operativeness, initiative, and good work habits.
>
> *Lesson plans*. Have a daily lesson plan for a guide.
>
> *Blackboard*. Use it constantly . . . (for teacher's use only)
>
> *Demonstration*. Show your students what you expect them to do.
>
> *Pretranscription*. Make the students aware from the beginning of the importance of transcription.
>
> *Dictation*. (Class) . . . time is more profitably spent . . . in building speed.
>
> *Homework*. Insist that students read the context material first (before writing the assignment). . . .

Moulton, P. M. Beginning shorthand—ten suggestions. *American Business Education*. Vol. 12, pp. 241-3, May 1956

- **The teacher must recognize the pattern of the expert and then be able to demonstrate that pattern.**

Effective teachers are always interested in keeping informed about what the experts in their subject matter field are thinking in relation to skill development. Leslie offers some noteworthy suggestions:

Good devices for teaching shorthand:

1. Explanation that shorthand is easier than longhand
2. Explanation that there are brief forms in longhand
3. Proportion of the strokes is more important than beauty of the outlines
4. Direction of the strokes should be explained such as t-up and ish-down in the case of Gregg shorthand or ray-up and ish-down in Pitman shorthand
5. Concerted reading of connected matter in class offers opportunities for variety
6. Use of the fountain pen (from the very beginning of writing is desirable)
7. Motivation—the best type . . . is a skilled, enthusiastic shorthand teacher
8. Determining reading and writing speeds from print as a foundation and guide for transcription rates
9. Increasing shorthand reading speed through repetition, self-competition, etc.
10. Training in correct homework procedures
11. Overlooking the faults of the slow learner praising him every time he does something right
12. Arrangement of the chalkboard to facilitate recall drills using good orderly arrangement on the board
13. Visibility of the chalkboard

- **Skills should be automatized, not intellectualized.**

Bad devices:

1. Attempting to have shorthand read faster than print
2. Excessive reading back of dictated notes
3. Reading the notes of other student writers
4. Comprehension tests on the shorthand material read or written
5. Reading cold notes except under certain testing conditions

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Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. pp. 254-67

- **Both the gifted and the slower students can learn easier material more readily by the "whole" method than by the "part" method.**

Additional Comments

On the subject of penmanship and writing:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953

   . . . three simple steps will result in the development of a good style of shorthand penmanship:

   > A reading approach sufficient to give the learner writing readiness. . . . 10,000 words is a rough approximation.
   >
   > A long period of reading and copying well-written shorthand to give the learner ample time to pass through the stage of initial diffuse movements.
   >
   > Occasional brief practice periods. . . . The learner should be *shown* the correct form without discussion. He should be allowed to see the correct form in motion *as it is written* on the chalkboard by the teacher. He should copy and compare the forms . . . (149)

2. . . . to avoid the permanent loss of legibility (following dictation for speed), the learner (should be given) an occasional opportunity (about every 4th or 5th dictation) to write at a speed that is slow for that learner, with no responsibility except accuracy of . . . outline. (173)

3. For legibility in shorthand, the writer must observe the proportions of all the characters, and especially for the large and small circles. The writer must distinguish positively between straight lines and curves. (324)

4. The most effective teaching instrument known to this writer for remedial penmanship work . . . is the magnified outline [written on the chalkboard] (151)

5. Reynolds, H. L. "Evaluation in the skill building subjects," in American business education yearbook; Evaluation of pupil progress in business education by E. L. Popham, editor. Vol. 17, Chapter 2, p. 28. New York Univ. Bookstore. 1960

   The purpose [of evaluation at the elementary or introductory level] is to inform the learner and the teacher of the effectiveness of the learning activities in which they have been engaged. . . . Here are the beginnings of . . . self-evaluation and self-guidance that . . . constitute the objective of evaluation.

   [For example] in shorthand learning, the learner may copy printed material in longhand that he comprehends. This is his standard rate of longhand writing when copying from intelligible print. If, in transcribing from shorthand plates, his longhand rate falls significantly below this rate, it is evident to the learner and to the teacher that there are difficulties in the shorthand that have not previously come to light. The problem then becomes one of discovering wherein the shorthand difficulty lies. The standard has been set by the student's longhand rate in copying from a longhand printed page. This is a standard understood by the student, in terms of which he can measure his progress in learning to read shorthand. It must be apparent to the learner that until he can read shorthand with speed and comprehension as evidenced by his ability to transcribe shorthand into longhand at a rate equal to his ability to transcribe from the printed page into longhand, he is not likely to be able to transcribe dictation into mailable typewritten form.

On the subject of reading:

1. Balsley, I. W. "Shorthand," in American business education yearbook; Evaluation of pupil progress in business education, by E. L. Popham, editor. Vol, 17, Chapter 9, p. 189. New York Univ. Bookstore. 1960

   Reading from word lists in the textbook can be a fruitful method for automatizing outlines, if the translations are covered by the hand or by a card. Reading sentences, paragraphs, or letters from plate notes . . . will help to build speed in recognizing shorthand outlines.

2. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953

   The five adjectives "rapid," "repetitive," "random," "unaided," "concerted". . . . Spelling and reading [are] . . . essential to the success of functional teaching. (94)

   The author's experience has made him a strong advocate of a reading approach of approximately 20 periods. At the end of that time, writing is introduced. (168)

On the subject of homework and devices:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953

   Shorthand skill for the stenographic learner is intended for use in taking extemporaneous business dictation and transcribing that dictation. The skill should be used in that context whenever possible. The writing of isolated words, the taking of true-false shorthand tests, the performance of penmanship drills, and other devices used to "separate the skill from the normal function it is intended to serve" . . . should be avoided whenever possible – and it is almost always possible to avoid that separation. (446-7)

   . . . the functioning skill in shorthand is the ability to write *connected* English. Therefore . . . we might say that shorthand practice should be on connected English rather than on isolated words. (450)

2. Zoubek, C. E. Homework queries. Business Teacher. Vol. 39, p. 21, Nov. 1961

   What form should the Gregg homework assignment take?

   1. During the reading approach (suggested for a minimum of six lessons), the assignment would be, "Read the reading practice twice, referring to the student's transcript each time you cannot read an outline after having spelled it."
   2. After writing has been introduced, the assignment should be, "Read the reading and writing practice with the aid of the student's transcript. Then make a shorthand copy of it . . ."
   3. . . . one assignment a day is to be completed.

On the subject of the chalkboard:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. p. 71

   The chalkboard presentation of new theory . . . will save much time that may be used for dictation.

   The new theory may be presented on the chalkboard, the learners spelling and reading the outlines as the teacher points, but not writing the words in the word lists then or at any other time in the classroom. This is the procedure [that] releases the greatest amount of time for connected-matter dictation in the classroom.

2. Balsley, I. W. "Shorthand," in American business education yearbook; Evaluation of pupil progress in business education, by E. L. Popham, editor. Vol. 17, Chapter 9, p. 189. New York Univ. Bookstore. 1960

   Chalkboard presentations have a key advantage of focusing class attention on a specific point. . . . Reading word lists without teacher participation after drill may reveal the extent of learning. Such reading may be in unison, by rows, or by individual students.

3. Grubbs, R. L. Using the chalkboard. Business Education World. Vol. 41, pp. 18-9, Sept. 1960

   1. Always place the shorthand symbols at the top of the board and the outlines using them underneath.

   2. Stop writing for a spelling and pronouncing drill after 6-8 outlines.

   3. Spell the words aloud as you write them in shorthand on the board.

   4. Press for frequent and rapid coverage rather than slow and careful coverage.

   5. In the first few periods, be the loudest speller and pronouncer.

6. Make sure students watch you write the outlines.
7. Write your words four or five to a line rather than in a column.

On the subject of word lists:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. p. 167

   Although 75 to 90 per cent of any given material is made up of the same thousand words used over and over again . . . a number of counts have demonstrated that this list of the 1,000 commonest words represents only about one-sixth of all the different words in any given material.

On the subject of testing:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. p. 213

   . . . the only test for the intermediate learner is timed, ungraded dictation to be transcribed in longhand.

On the subject of spelling:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. pp. 73-4

   It is impossible to overemphasize the importance of having the class spell the shorthand outline for each word before pronouncing the word [in elementary shorthand classes]. The learner soon becomes able to pronounce the word without spelling the outline.

2. Forkner, H. L. Errors cost too much! Dictaphone Education Forum. p. 7, April-May 1954

   . . . why not try the old-fashioned method of assigning 100 words a week to be studied at home or outside of class, and on one day each week, give a test on the list with *nothing less than 100 correctly spelled words as being acceptable?*

On the subject of individual differences:

1. Forkner, H. L. "The other side of the desk in the shorthand class." Part IV from How to teach business subjects. United Business Education Association, National Education Association, Washington 6, D. C. 1959. p. 134

   The teacher takes into account the progress each student makes toward acquiring an employable skill in determining the grades students will receive.

On the subject of rules:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. pp. 114-22

   Language arts like shorthand are more efficiently learned by unverbalized generalizations [in which no conscious thought is given to rules].

   Research has shown that the writers who know the rules make more theoretical errors *under stress of dictation* than do functionally trained pupils who don't know the rules but who have automatized their writing habits. These findings are supported by the findings of studies proving that ability to spell the same words correctly in lists does not necessarily imply ability to spell the same words correctly in free composition.

On the subject of first-semester dictation:

1. Grubbs, R. L. Strategy for second semester shorthand. Business Education World. Vol. 41, p. 25, Jan. 1961

   Virtually all of your dictation during the first semester should be taken from lessons practiced as part of the previous night's homework. With an open-book policy in effect during the first semester, your students have a key to your dictation right at their finger tips and they will not be forced to flounder or grope for an outline. This is very desirable.

   Start weaning your students from their book about midway through the first semester, or perhaps a little later.

   Begin limited new matter dictation during the last month of the first semester. Keep the dictation speed well within their range. Do only a little every day. *Note:* Provide a liberal preview for all such dictation.

2. Grubbs, R. L. Understanding your shorthand teaching tools. Business Education World. Vol. 41, p. 18, Dec. 1960

   There are several reasons why it is wise to mark the shorthand plates of your [text] with the standard word count. With it, you may dictate directly from the shorthand plates; you won't need the transcript . . . and you may easily time the reading of your students and instantly compute their reading rates. . . . Because the outlines are fresh in your mind, students are less likely to "floor" you when they ask for an outline or a phrase. By dictating from the shorthand, you can dictate in sympathy with the common phrase combinations that you want your students to automatize.

3. Balsley, I. W. "Shorthand," in American business education yearbook; Evaluation of pupil progress in business education, by E. L. Popham, editor. Vol. 17, Chapter 9, pp. 189-90. New York Univ. Bookstore. 1960

The recording of dictation of familiar material is the students' first big step toward their ultimate goal [to take dictation and transcribe the notes into mailable copy] because it introduces them to "continuity" material. Although the initial dictation will last only a few seconds . . . gradually, the length of dictation is increased.

4. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953

   . . The first writing should be done from dictation. At first, the dictation in class should be based on the current homework. Any material to be dictated should be read by the learner from the shorthand plate immediately before the dictation. It should then be dictated several times, at gradually increasing speeds.

   Most of the dictation in elementary shorthand should force speed, regardless of the control of the writing. (68)

   Dictation should be introduced by the use of practiced matter, without pressure for speed, accuracy, or legibility. From the beginning all dictation should be repetitive. (169)

   In an unco-operative class it might be necessary to read back three or four dictations in the period to keep the learners working properly. (190)

On the subject of previews:

1. Travis, D. L. Improvement of instruction in business education at the secondary school level. National Business Education Quarterly. Vol. 10, p. 33, Summer 1960

   Through the use of the preview, the skill development phases of typewriting, shorthand, and transcription have changed from more repeated testing to purposeful practice. . . . The students first practice on words which may give difficulty. They may select these . . . or they may use those suggested by the teacher or the textbook.

On the subject of pretranscription:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. p. 231

   Observing a hundred comma-in-series constructions on the same day will have very little learning value compared with observing a hundred comma-in-series constructions at the rate of one a day for a hundred days.

2. Policies Commission for Business and Economic Education. This we believe about business education in the high school. United Business Education Association, National Education Association, Washington 6, D.C.

This booklet was enclosed in Business Education Forum, May 1961.

Proficiency in English is essential to the development of vocational skills in transcription.

3. Sister M. Therese, O.S.F. "Levels and competencies in shorthand," in American business education yearbook; Curriculum patterns in business education, by John L. Rowe, editor. Vol. 13, Chapter 7, pp. 73-4. New York Univ. Bookstore. 1956

   A sort of basic training for formal transcription is what business educators term pretranscription. It aims at the following specific skills in . . . shorthand:

   Each student:

   1. Should be able to take sustained dictation on new material from 3 to 5 minutes at 60 to 80 wpm.
   2. Should be able to take notes which are readable and of correct proportion.
   3. Should be able to center and estimate the correct length of letters from shorthand plates.
   4. Should be able to handle and assemble dictation material efficiently.
   5. Should be able to read shorthand fluently and in thought phrases.
   6. Should be able to read shorthand for meaning.

On the subject of teacher activity:

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. p. 48

   As many . . . minutes as possible should be spent in dictation after the completion of a proper reading approach. The next most profitable use of the time is drill on the new shorthand learning or on necessary recall. The least profitable way to spend any of that time is in talking about shorthand – or about anything else for that matter.

2. Forkner, H. L. "The other side of the desk in the shorthand class." Part IV from How to teach business subjects. United Business Education Association, National Education Association, Washington 6, D.C. 1959. p. 134

   The teacher moves about the room while dictating and while the students are transcribing or as they do individual study, so as to observe the progress and abilities of each student.

   Each minute of the class period is utilized for the development of skills, understandings, and related learnings.

3. Zoubek, Charles E. No questions, please! Business Teacher. Vol. 38, p. 25, Sept.-Oct. 1961

   We should keep in mind that a student's skill will grow only when he is doing one of two things – reading shorthand or writing shorthand. Discussing shorthand adds nothing to his skill.

4. Strony, M. S. Beginning shorthand – ten suggestions. American Business Education. Vol. 12, pp. 242-3, May 1956

   To develop skill and lay the groundwork for typewritten transcription, the following procedures are recommended:

   a. Use easy material for speed building.
   b. Preview all the dictation for speed building.
   c. Adovcate that [students] keep writing – writing by sounds.
   d. Each day, force their speed but not so fast that they become frustrated.
   e. After forcing the speed, [have] students write for control so that their notes [do] not stay shattered.
   f. Concentrate on many short [speed] takes (½ minute, 1 minute to 2 minutes) instead of many 5 minute takes.
   g. [Do not attempt] to change students' writing habits. Let them write the way they normally write so long as proportion and fluency are maintained.
   h. Lay the ground for typewritten transcription by introducing oral transcription rather early in the course (about the sixth week of the first semester).
   i. Give meaning to outside practice by reading from last night's, last week's, or occasionally from last month's notes.
   j. Keep students relaxed by challenge and cheeriness, commendation and enthusiasm, and . . . drill.

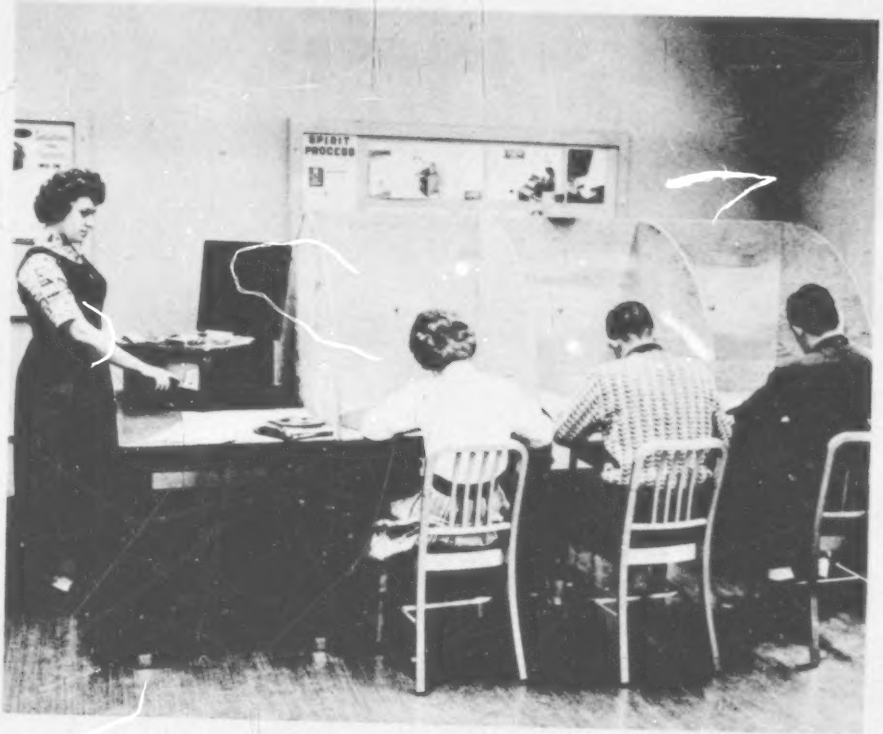
On the subject of the psychology of skill development (as it applies to shorthand):

1. Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. pp. 417-23

   1. Skills are best learned under the most favorable conditions.
   2. Skill is best developed in intensive bursts of nervous energy of perhaps 30 to 90 seconds.
   3. Skill should never be forced or strained until after it is well established.
   4. Skill is not a fixed or static state.
   5. Repetition is not the cause of learning.
   6. Language arts like English, shorthand, and transcribing are best developed by extensive rather than by intensive practice.

7. Easy practice material develops speed more effectively than difficult practice material.
8. Skill develops most effectively under practice conditions.
9. Consciousness of or conscious direction of the mechanical details of the skill impair or inhibit the skill.
10. Perfect relaxation is necessary for the most effective skill development.
11. A proper teaching treatment of the initial diffuse movements or irradiation will greatly shorten the period of skill learning.
12. The skill learner is training his mind rather than his hand.
13. The expert does not make rapidly the movements that the beginner makes slowly.
14. Any desired achievement on the part of the pupil must be the result of a planned teaching procedure on the part of the teacher.
15. A teaching procedure that is helpful in one stage of skill learning may be useless or even harmful in another stage.
16. The obvious path to skill is not always the correct path.
17. Skill is best learned in the largest feasible wholes and subwholes.
18. The area of the skill increases with the intensity of the skill.
19. Related acquired habits and information should be utilized in order to start action as though on familiar ground.
20. The learning process proceeds best when the learner has knowledge of his status and progress.

2. Nolan, C. A. & Hayden, C. K. Principles and problems in business education; 2d ed. South-Western Pub. Co. 1958. pp. 420-2
   a. Meaningful drill is essential to skill development.
   b. Practice must give satisfaction.
   c. Skill is developed through short, intensive efforts.
   d. Plateaus of learning may be reduced through careful analysis of student difficulties.



Tape recorder hooked up to listening devices enables students to take dictation without disturbing other students in laboratory.

Observe: (1) Easily constructed plywood stalls or listening stations; (2) use of student operator, thus relieving the teacher for other shorthand instruction; and (3) bulletin board displays in background blend nicely with "laboratory" influence in room.

SHORTHAND 2

Time Requirements and Regents Credit

Shorthand 2 classes are required to meet a minimum of four or five periods a week for two semesters for one unit of Regents credit. There should be an equal amount of preparation time, outside the classroom. The ideal situation is to have shorthand 2 and transcription taught in consecutive periods on a double-period basis in the same room and under one teacher.

Who Should Continue With Shorthand 2?

With the recommendation of the shorthand 1 teacher, students who successfully complete shorthand 1 and have the potentiality to reach an employable skill should continue with shorthand 2. There is apt to be a noticeable decrease in enrollment in shorthand 2 as compared to shorthand 1. This may be due to student change in vocational objective, lack of student achievement, inflexible teacher standards, or for a variety of other reasons. The shorthand 2 teacher has the responsibility of obtaining sound recommendations, evaluations of student progress, and other suggestions from the shorthand 1 teacher. The shorthand 2 teacher also has the responsibility of obtaining this information and other suggestions from the shorthand 1 teacher. A further responsibility of the teacher of advanced shorthand is to report back to the shorthand 1 teacher the progress being made by his former students now enrolled in second-year shorthand. The shorthand teachers should also consult with the English and typewriting teachers, department head, guidance counselor, parents, and the student when considering whether or not the student should study second-year shorthand. With such a communications system existing, greater assurance is given that a careful selection of students for shorthand 2 will be made and student failures in advanced shorthand should decrease.

- **Only the able should elect shorthand 2.**

Aims

The aims of the first-year course should be continued and gradually upgraded to increase the proficiency level of all students. Whereas in shorthand 1, the major emphasis was on developing an extensive shorthand vocabulary based on a firm foundation of how to write correct outlines, shorthand 2 has a different major goal. This goal is built on the foundations developed in elementary shorthand. *The goal for shorthand 2 is to prepare a shorthand writer to use his skill in producing mailable transcripts from his own notes.* These transcripts are to be of the type generally found in the typical business office.

Specific aims in shorthand 2 are:

1. To increase reading ability of shorthand notes
2. To develop a greater and more fluent system in writing from dictation
3. To increase the shorthand vocabulary
4. To develop accuracy in recording verbatim dictation
5. To be able to take sustained dictation
6. To be able to record office-style dictation and to make all corrections indicated
7. To combine the shorthand skill with a general knowledge of business practice to qualify the student to become an efficient stenographic worker.

- **The most important single objective of shorthand learning for the prospective stenographer is the ability to construct rapidly a legible shorthand outline for any word in the English language.**

It would be advisable for the shorthand teacher who wishes to be an effective instructor to know what the literature says about the aims of shorthand.

> . . . the purpose [of shorthand 2] is to build a shorthand vocabulary, to develop speed in taking dictation, to develop accuracy in taking dictation, to develop short cuts, and to take sustained dictation with ordinary corrections and other interruptions simulating office conditions.

Dame, J. F. & Brinkman, A. R. *Guidance in business education.* 3d ed. South-Western Pub. Co. 1961. p. 61

The objectives which should be pursued by a student in advanced shorthand are commented upon by Leslie who says:

> . . . One of his objectives is speed in writing shorthand from dictation. . . .
>
> His other objective is the production of mailable transcripts at a commercially acceptable speed.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. p. 214

With the objectives for the year identified, it is worthwhile to develop short-term semester goals.

THIRD-SEMESTER GOALS

- **Spend very little time on minor theory points.**

Theory

Writing correct shorthand outlines at all times is, of course, a continuous objective throughout the entire shorthand sequence. Although it is important for students to know theory, they should not be so aware of shorthand theory rules that it impedes their speed. On this point, Leslie states:

> . . . "rule-consciousness" is a definite hindrance to the pupil who is endeavoring to develop speed in shorthand.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw, 1953, p. 162

Rapid Reading

Some instructional time should be spent to get students to read shorthand as fast as they possibly can. Although rapid reading is desired, it is also important for students to read shorthand with meaning so that they can relate the contents of the material.

Writing

Good writing habits are essential for producing mailable transcripts. Leslie recognizes the importance of writing for he states:

> The shorthand learner has succeeded in learning shorthand when he can write rapidly and accurately from dictation and read rapidly and accurately from his shorthand notes taken from rapid dictation. This . . . excludes skill in spelling, punctuation, and other conventions of written English required for successful typewritten transcription. They are another story.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw, 1953, p. 78

In shorthand 2, the students will be taking dictation at varying speeds depending upon their individual achievements. Although a minimum dictation goal should be set for the entire class, provisions should also be made for the fast writers to whom the minimum goals represent no challenge.

- **Writing from dictation is begun as soon as writing is begun.**

Transcription

At the end of the third semester, students should be expected to produce a mailable transcript at a minimum dictation rate of 60 words a minute, preferably 80 words a minute. Many teachers would hope to take their students beyond minimum standards and proceed as fast as abilities allow.

Work Habits

It is a mistake to overlook the importance of good work habits for the sake of concentrating on skill development. Without proper habits and attitudes, an employee has little chance for success on the job. Business surveys are giving greater recognition to nonshorthand essentials needed by stenographers. In response to a question asked of employers in a particular study, certain habits, attitudes, and traits were mentioned in their order of rank:

> Question: What personal traits do most employers request?
> Answer: Grooming, dependability, intelligence, ability to get along with people, adaptability, promptness, attitude, interest in the job. . ...

The persons reporting on the study went on to state that "In this day of rapid technological advancement, it becomes contingent upon the teacher to recognize and accept the challenge of stressing grooming, dependability, and the ability to follow through on assigned tasks promptly and cheerfully."

Gryder, R. & Boggs, L. J. Shorthand and typewriting skills required in business. *Business Education Forum*. Vol. 15, pp. 35-6, Nov. 1960

- **As shorthand teachers, we can at least see to it that students know those attitudes that are considered desirable and those that are considered undesirable by discriminating men and women.**

FOURTH-SEMESTER GOAL

The final semester of shorthand instruction is intended to help provide additional vocational preparation for each of the students. Although many students will continue their secretarial education with a formal course in secretarial practice, for some students, advanced shorthand may be the culminating activity.

For the teacher, the specific objective is to teach what has to be taught in order to get each student to as high a vocational readiness as possible. For the students, the objective is to demand only the best effort from himself and to strive for self-improvement knowing that the final semester of shorthand concludes all formal secondary preparation for a stenographic vocation unless they elect secretarial practice. It behooves both the teacher and the student, therefore, to do their very best in this final push for shorthand skill development.

Although the teacher continues to develop shorthand theory, encourages rapid reading, stresses shorthand outlines of good quality, and builds other shorthand skills, the main goal in the fourth semester is centered on transcription preparedness. This can best be developed by providing as much time as possible to the writing of shorthand from various types of dictation, with some emphasis on transcribing some of the shorthand notes.

In order to develop sustained writing power at 80 wpm, it is necessary to build within each student a cushion or reserve of speed. Then when the writer encounters difficulties in taking some of the dictation, he has enough speed left to catch up, even though he may have fallen behind while writing a difficult outline.

- **The major part of the shorthand course is devoted to building shorthand speed through progression from one learning standard to the next.**

Since the fourth semester Regents examination is dictated at 80 words a minute, the students should be able to transcribe, at a satisfactory rate, unpreviewed new matter that has been dictated at a minimum of 90-100 words a minute for 5 continuous minutes or longer. Certainly, it is the responsibility for the shorthand teacher during the course to dictate at speeds beyond the minimum when it is evident that the minimum is too low.

The Regents examination dictation speed seems to be justified particularly when one considers that one of the biggest employers of stenographic workers is the Federal government:

> The United States Civil Service Commission uses a dictation speed of 80 words a minute on its test for stenographers.

Nolan, C. A. & Hayden, C. K. *Principles and problems in business education;* 2d ed. South-Western Pub. Co. 1958. pp. 240-241.

Regents Examination

The content for the shorthand 2 and transcription examination in recent years has consisted of six business letters including addresses, salutations, and complimentary closings. The letters, each about 120 standard words in length, are dictated at the rate of 80 words a minute and have a syllabic intensity of 1.47-1.55. The student is allowed 10 minutes to examine his shorthand notes and to select four of the letters for transcription. Typewritten transcripts are to be made in 80 minutes, and shorthand notes must accompany the transcripts.

- **Tests in shorthand should measure the students' ability to use shorthand to record and transcribe dictation.**

The combination shorthand, typewriting, and transcription examination in recent years has consisted of four business letters (similar to those described above) dictated at the rate of 80 words a minute. Three of the letters are transcribed and each letter has a value of 25 credits. A carbon copy (value 3 credits) and an envelope (value 2 credits) are prepared for one of the letters transcribed. No credit is given for an envelope which represents a second attempt. The student is allowed 7 minutes to examine his shorthand notes and to select three letters to be transcribed. Although in the past Part II of the examination has consisted of a tabulation problem having a value of 20 credits, students should be prepared to demonstrate competency on several different kinds of typing problems commonly considered to be performed by stenographers as part of their typing duties. No credit is given for a copy that represents the third attempt to complete this part of the examination. One hundred minutes are allowed to complete the entire examination.

Examination Aids

Students may use a dictionary or other spelling aid and an eraser or other correction aids while transcribing their notes. Each student is furnished a printed sheet listing the inside addresses and any unusual words contained in the dictation. Transcripts are marked on a mailable letter basis. Credit depends on the accuracy of the transcript, as well as the general appearance of the letters. For additional information, consult the latest edition of the brochure entitled *Suggestions on the Conducting of Examinations and the Rating of Regents Examination Papers in Business Subjects.*

- **Schools may use the tests as a means of certifying that their students have attained certain definite standards.**

Pre-Examination Activity

It is suggested that before dictating the letters included in the examination, a short practice letter be dictated to the students as a warming-up exercise and that the students practice writing in shorthand the unusual words and names appearing on the printed sheet distributed to them.

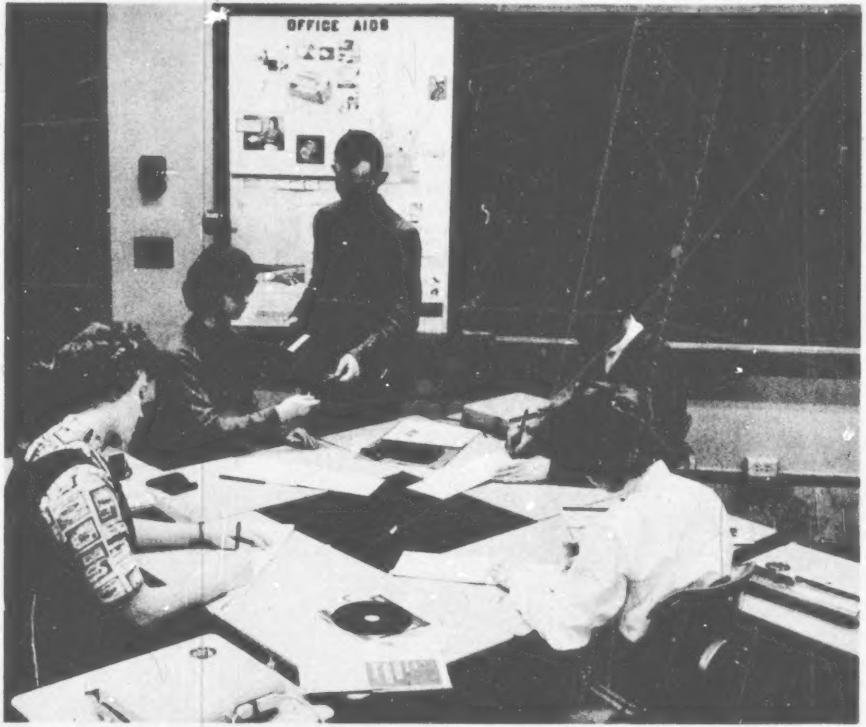
Posting Signs

It is also suggested that the teacher place a sign on the outside of the classroom doors stating that a Regents examination is in process and requesting that no one enter until the sign is removed. In addition, the hall proctors should not come in prematurely to relieve the teachers. Posting signs will reduce interruptions and distractions which may interfere with the orderly progress of the examination.

Loan Packets

Loan packets are available from the Bureau of Business and Distributive Education upon request. The packets contain actual Regents examination papers in all business subjects. Except for the fact that the name of the student and the name of the school are deleted, the examination is intact and unaltered in every other respect. It would be helpful for any teacher, a new instructor particularly, to avail himself of this material and observe how Regents examinations are corrected.

- **Standards of achievement may be used for three different purposes: guidance, grading, and placement.**



Functionally designed informal work station makes it easy for teacher to distribute proper recordings to students according to individual progress.

Observe: (1) Mixed group of machines taking records and belts; (2) functionally shaped "L" work stations; (3) use of pens for writing shorthand; and (4) businesslike, scholarly attitude.

Standards

Over-All Standards

Shorthand, unlike some other subjects, has standards which vacillate according to certain conditions. Each business community is distinctive from every other business community in some particular way. Furthermore, these differences result in a certain lack of uniformity on office standards as standards vary considerably from firm to firm. Therefore, it is extremely difficult to identify shorthand standards which should be followed by all teachers. It is the responsibility of every shorthand teacher to identify the stenographic needs of the local business community and then to develop a shorthand program of instruction designed to meet these business needs. This point was expressed by the Policies Commission in a booklet which stated:

> Community job standards should be met by the student as a prerequisite to graduation from a vocational business education program.

Policies Commission for Business and Economic Education. *This we believe about business education in the high school.* United Business Education Association, National Education Association, Washington 6, D. C. This booklet was enclosed in *Business Education Forum*, May 1961

Certainly, shorthand teachers are anxious to prepare their students to meet minimum standards required for employment. The question is, "What are those standards?" Etier has this to say:

> To meet the *minimum* standards of employability, the pupil writes at the rate of 80 words a minute for 5 minutes on unfamiliar material. He is able to transcribe at least four average-length letters (approximately 150 words), with one carbon copy, per hour. He has had ample practice to do the typing of materials most frequently dictated . . .
>
> It is recommended that the program include instruction in dictation material similar to and patterned after the type of dictation that the stenographer is likely to receive in an office.

Etier, F. "The stenographic curriculum pattern," in American business education yearbook; *Curriculum patterns in business education*, by John L. Rowe, editor. Vol. 13, Chapter 18, p. 94. New York Univ. Bookstore. 1956

- **For most beginning positions, 80 words a minute dictation ability is ample, provided the student has learned to take dictation as it is actually given on the job—with hesitations, corrections, adjustments, interludes, asides, and interruptions for answering the telephone.**

Speed Standards

On the subject of speed standards, Forkner stated during an address in Phoenix:

> Teaching shorthand up to 120 (wpm) is a ritual. Since business does not require that much speed, teachers should change their thinking about certain goals of achievement.

Gryder, R. & Boggs, L. J. Shorthand and typewriting skills required by business. *Business Education Forum*. Vol. 15, pp. 35-6, Nov. 1960

Transcription Standards

Tonne would prefer that the emphasis on advanced shorthand be placed on the number of letters transcribed rather than on the ability to take dictation at high speeds:

> In the field of shorthand, where most attempts at standardization have taken place, businessmen obviously do not dictate at a uniform rate of words a minute. Yet both teachers and businessmen still insist on rating accomplishment on this basis. All the evidence seems to indicate that this is an impossible job standard. The far more satisfactory procedure is to indicate the number of letters written during an hour or a day which are considered mailable.

Tonne, H. A. *Principles of business education;* 3d ed. McGraw. 1961. p. 164

- **It is important to know how many letters a student can transcribe in an hour.**

Tonne goes on to say:

> . . . there is no serious objection to setting shorthand standards in terms of words per minute with 90 or 95 per cent degree-of-accuracy transcription rate while students are learning. . . . If 2 years of time is devoted to learning shorthand in the secondary school, then the first major goal of the shorthand teacher should be the attainment of a minimum speed of 80 words a minute and the ability to transcribe that work at approximately 25 words a minute, assuming reasonably simple types of dictation.
>
> . . . the New York State Regents Examinations are about as effective and objective a measure as possible; after 2 years of shorthand instruction the students are required to be able to take dictation at 80 words a minute and transcribe these brief letters into mailable form . . . the rate of failure on these Regents examinations is quite high. The practical, everyday evidence is that in most other states the standards of actual achievement

> are lower, rather than higher, than those attained in New York State.

Tonne, H. A. *Principles of business education;* 3d ed. McGraw. 1961. p. 166

The important thing for shorthand teachers to remember is that although minimum standards of stenographic skills are identified, there is no limit as to the upper limits of shorthand skill towards which a teacher and his students may strive.

- **Students should work at a speed just below that at which confusions begin to appear and just above that which is characterized by labored, detailed movements.**

Developing Shorthand Speed

A caution must be stated at the outset of this discussion and that is simply this: Although taking shorthand at high rates of speed is desirable, other important areas of shorthand skill development should not be sacrificed for the sake of speed building. On the other hand, speed building constitutes an important part of a stenographer's vocational competency and rightly belongs in advanced shorthand classes. The problem then becomes one of balance. Certainly, speed building should be emphasized, but it should not take up more time than it is worth.

It is the responsibility of the shorthand teacher to decide just how much time should be given to shorthand speed development.

Consider the following comments of teachers considered to be authorities in the field of shorthand, as they discuss speed building:

> . . . the three major fallacies to be avoided in approaching the problem of the development of shorthand speed . . . are: (1) that the learner cannot write rapidly because his hand is slow, (2) that shorthand speed has relation to the knowledge of the verbalized rules of the shorthand systems, (3) that speed depends on the learning of innumerable short cuts for words and phrases.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. p. 160

This speed-building technique is described in a business education monograph:

> To develop skill in taking dictation at a somewhat increased speed for a sustained period:
>
> 1. Dictate familiar or new material at a comfortable rate for a period that can be sustained by most of the class.

2. Increase the speed for several successive spurts of a minute or two, until the whole take is well practiced.
3. Drop back to a rate higher than the initial rate and dictate the whole piece of material.
4. Rearrange the context of the material, using many of the same words and phrases. Dictate the same amount of material, in this rearranged form, and at the same rate as in step 3. (The material for this step should be prepared when the lesson is planned.) When the students are able to take the rearranged materials, they show evidence of mastery of the vocabulary involved.

- **It's the mind and not the hand that is slow.**

Good classroom practices in business education. Monograph 85. South-Western Pub. Co. 1953. p. 37

Strony suggests a method of developing shorthand speed:

1. Use easy dictation material.
2. Preview all speed dictation.
   If it is not, then the take is a test and not a speed-building activity.
3. Be sure they keep writing.
   (If) most students stop writing at the top speed before you finish the take, their failure may be due to many reasons:
      The dictation may be just too fast.
      The material may be too difficult.
      Your accuracy requirement may be too high.
      Your voice may not be understood.
4. Concentrate on brief takes.
   If the goal of a class is to pass a 5-minute take at 80 wam, students can do it more easily and more surely if their speed is up to 120 wam for ½ or 1 minute.

- **Practice time must be broken into short drills.**

5. Do them over and over again.
   Dictating four letters once each will not build speed; dictating one letter four times will.
6. Drop back for control.
   When writing for control, one does not write as fast as he can; instead, he writes only as fast as he must.
   The notes written during dictation for control should be in the best shorthand style of which one is capable. The outlines are never drawn – they must be fluent. Suppose

you were following the typical speed-building pattern of 60-75-90-75 on 1 minute takes; students should not write their notes on the final 75 as fast as they had to on the 90 – if they do, something is wrong; they do not understand what "writing for control" is. On the final drop-back writing, the students should be able to stay with the dictation and write rather accurate notes – notes that can be read quickly and easily.

7. Get endurance from speed.

   It is very easy to take dictation almost indefinitely at 80 or 90 wam if one is capable of 120 or 130 wam for short periods, or to write long stretches at 100 if one can spurt to 140 or 150 wam.

8. Leave writing habits alone.

   So long as proportion and fluency are maintained, the student will progress in building shorthand speed.

9. Get mailability from speed.

   The goal of shorthand instruction is double; students must learn to take dictation at a fair rate of speed and to transcribe it mailably at a reasonable rate.

   Tests or takes for mailable transcription should be dictated well below the top speed of the writer. If your students can pass the 100 wam test with 95 per cent accuracy, they'll have no trouble turning out fine work dictated to them at 80 or 90 wam. On the other hand, if you hold their practice takes at 80, they will not build the essential speed reserve that brings accuracy and readability to the notes.

10. Keep the students relaxed.

    By challenge and cheeriness, by commendation and enthusiasm, by the right amount of drill given in the right way, by assuring the satisfaction of success to students, the teacher can keep a class avidly at work without building a tense atmosphere.

    The teachers must, especially, avoid things that cause tension, such as:

    Failing to preview the dictation material
    Using material that is too hard
    Forgetting to repeat takes at higher speeds
    Using dictation that takes too long
    Failing to force speed on short takes
    Failing to "drop back" for controlled writing
    Trying to measure two things in one dictation take
    Pegging accuracy standards too high (for speed)
    Trying to change a student's writing habits
    Dictating too fast for too many students
    Dictating without enunciating clearly

Strony, M. S. Here's how to build shorthand speed. *Business Education World*, Vol. 35, pp. 21-2, Oct. 1954

- **Speed is built upon writing and rewriting words and phrases which exist well formed in the mind.**

Leslie and Zoubek suggest that the teacher use three different dictation speeds:

1. Top speed for speed development purposes and this should always be higher than any learner can write easily – forcing of shorthand speed.
2. Slower speed for dictation for mailable transcripts. It is essential that each learner get a good set of shorthand notes.
3. Still slower for office-style dictation. The student needs time to make corrections and changes indicated.

Leslie, L. A. & Zoubek, C. E. *Teacher's handbook for Gregg transcription simplified.* 2d ed. McGraw. p. 14

- **The outline correctly transcribed is correctly written.**

Providing for Individual Differences in Dictation Speed

The ideal situation is to group the students according to dictation ability. As students increase in their ability to take dictation at higher rates of speed, they join new dictation groups or they may be assigned to the shorthand laboratory to receive special dictation material from tapes, belts, records, or other types of recorders.

Most of the dictation should be geared to the majority of the class. It is suggested that at some time in every dictation practice period, everyone should be able to record the material. Conversely, there should also be an opportunity for definite speed forcing at which time no student is able to keep up with the dictator.

Encourage students to practice outside of the regular dictation class by suggesting that they borrow dictation material from the school lending library for home practice; that they listen to a news commentator on the radio and/or television and record as much as they can; that they record conversations at home; and that they use shorthand as much as possible in order to expand their shorthand vocabulary.

Office-Style Dictation

This is the ultimate goal in dictation. Unfortunately, it is not always understood by the teacher, particularly the teacher who dictates office-style dictation to the class by reading it from printed matter. This is most undesirable and unrealistic. Leslie states:

> Perhaps the best way [of providing office-style dictation] is through the work-experience program.
>
> Fast writers are almost invariably characterized by their possession of the twin qualities of ambition and industry.
>
> The next best method . . . is to invite businessmen to come into the classroom and dictate to the class the answers to some of their day's mail.
>
> The least satisfactory method . . . is the imitation by the teacher of office-style dictation.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. pp. 177-8

Travis discusses the need for realism in office-style dictation:

> Even in shorthand there are possibilities for realism. The dictation the beginning stenographer receives in an office is generally quite different from the carefully-timed letters he has taken in the classroom. Therefore, in the final stages of shorthand and transcription development, office-style dictation is being used more and more. This dictation includes corrections, substitutions, and interpolated directions typical of the dictation given by most office dictators. In transcription, the student is expected to make the necessary changes, to follow the directions, and to correct any errors or discrepancies he finds in the dictation.

Travis, D. L. Improvement of instruction in business education at the secondary school level. *National Business Education Quarterly.* Vol. 28, p. 31, Summer 1960

Tonne discusses the kind of dictation given by businessmen:

> Most stenography teachers have had no experience as correspondents. Consequently, they devote all their attention to formalized, timed dictation. This is wrong because dictators cannot and will not give their dictation on a timed basis. While they are thinking through their dictation they may wait for a minute or two and then give dictation at the rate of 120 or more words a minute. Generally, they give dictation at an average rate of 60 words a minute. They hesitate; they correct themselves and expect their stenographers to be able to help them make the transition back to the dictated material. Unless students learn to take dictation under such conditions, they have failed to make an adequate adaptation to the job environment . . .
>
> Basic, of course, is the ability to transcribe dictation into mailable letters at reasonable production rates.

Tonne, H. A. *Principles of business education:* 3d ed. McGraw. 1961. p. 315

- **Dictate sympathetically.**

Tonne goes on to describe the length of office dictation:

> An analysis of the office dictation of 72 different businessmen [indicates that] . . . the average dictation period is at least 10 or 11 minutes. In that time the dictator will give four or five consecutive letters – the average letter taking 1.66 minutes for dictation.

Tonne, H. A. & others. *Methods of teaching business subjects;* McGraw. 1957. pp. 140-1

The need for dictating material that needs editorial attention is discussed by Forkner who states:

> I have learned that the man who dictates is so engrossed in what he is saying that he often does not recognize that the English construction is not correct, and that I embarrass him if I do not make corrections as I transcribe. I would suggest that shorthand teachers make it a practice to dictate letters that contain English errors so that the students get in the habit of expecting errors and thus learn how to correct them.

Forkner, H. L. *"Mr. Smith and his secretary." Dictaphone Educational Forum.* p. 9, Dec. 1953

Forkner goes on to say:

> I have . . . learned that [the stenographer] must concentrate not only on correct shorthand outlines but prereading at the same time. I have learned that every time [the dictator] pauses to collect his thoughts, [the stenographer] must [take this opportunity] to [read] . . . notes, [insert] punctuation, and [get] the thought of the letter.

Forkner, H. L. *"Mr. Smith and his secretary." Dictaphone Educational Forum.* p. 9, Dec. 1953

- **Businessmen dictate at many rates of speed which, seemingly, are dependent on rate of thinking and on ability to phrase thoughts.**

Office-style dictation includes more than letters. On this point, Reynolds remarks:

> In shorthand, a series of whole class periods of dictation, followed by typewriter transcription may be used as the integrating experience. Such dictation would be of office style; may be given by different voices at different periods; would involve letters, interoffice memoranda, bulletins, press releases, and so on . . .

Reynolds, H. L. "Evaluation in the skill building subjects," in American business education yearbook; *Evaluation of pupil progress in business education,* by E. L. Popham, editor. Vol. 17, Chapter 2, p. 38. New York Univ. Bookstore. 1960

Specific Teaching Suggestions

One of the thrills teachers feel in shorthand classes is visible proof of student accomplishment. This oftentimes shows itself in oral reading, success in recording a fast take, mailable letters, quality shorthand outlines, and in many other ways. What teacher hasn't at some time felt a surge of pride in doing a good job of instruction? To help create this feeling as much as possible, suggestions are set forth in this unit describing effective teaching procedures so that student success and teacher accomplishment are present in every class period of instruction.

- **The successful teacher of shorthand is ever on the alert to make changes in his teaching procedures in an effort to achieve a higher degree of proficiency.**

Shorthand teachers will want to:

1. Review this syllabus and teaching manual and refer to it often.
2. Locate sources for dictation speed practice material such as magazines, books, carbon copies of businessmen's correspondence, actual business letters, and other authentic mediums commonly found in business.
3. Avoid using the text as a major source for classroom dictation. The teacher's manual for Gregg writers contains correlated material and is suggested as a source of reference by Leslie.
4. Appoint student committees who will keep bulletin boards fresh, attractive, and up to date.
5. Have students insert orally all punctuation and the reason for it, plus any additional transcription helps in reading back all shorthand notes whether taken from the textbook, homework, or new-matter dictation. This does not mean that all notes are read orally in class.
6. Give students practice in "word-carrying capacity." Have students listen to several words before they start to record them. Increase the number of words they listen to progressively.
7. Use incentive and award programs. Several are available through textbook publishing companies, or they may be sponsored by your local school.
8. Give the students a duplicated outline of what you expect from them and what they may expect from you. Goals should be realistic, progressive, and within the range of the students. This information should be distributed to the

class on the first day of the term and should be filed by every student in some place where he can have immediate access to it.

9. Organize a business education advisory committee composed of one or two representatives from the school, such as the shorthand and the typewriting teacher and several prominent local businessmen and women. The active existence of such a committee increases the school's opportunities for:
   - field trips to local offices
   - close liaison between business and education
   - talks by businessmen and women to students
   - panel discussions
   - practice job interviews
   - visits by students to business offices on an individual student basis and for at least one-half day
10. Be alert for opportunities to provide work experience for the shorthand students, such as by co-operating with the school administration on some of its routine correspondence needs during rush seasons. Although paid work experience is always desirable, there are occasions when unpaid experience has value.

- **In spite of the best course of study in the world, the correct grade placement, and best teaching methods, the teacher is still the most important factor in the learning process.**

Suggested Supplies

Ideally, the shorthand room, which is also the transcription room, should have a storage cabinet where supplies may be kept. These supplies may include the following:

Paper —
    letterheads
    bond
    onionskin
    carbon copy
*Shorthand notebooks (two per student)
*Wheel and brush type eraser and/or other correction mediums
Duplicating supplies — paper and master sets
Correction fluid
*Erasing shield and guard
Dictionaries
Reference manuals

Typewriter ribbons
Type cleaner
Cleaning cloths
Cleaning brushes
Rubber bands
Wall charts
Tapes
Records and indication slips
Discs
*Ink
*Pen
*Pencils
Stencils
Mimeograph paper

*(Brought to class daily by students)

Teaching Aids

The good shorthand room has a laboratory atmosphere. This atmosphere is created when the following items are present and made as full use of as the instruction permits:

- Chalkboard
- Bulletin board (and/or flannel board)
- Films and filmstrips
- Projectors: overhead, opaque, tachistoscope, lantern, motion picture
- Projector screen
- Window-shade charts
- Flash cards for brief forms, phrases, etc.
- Tape, record, and/or disc recorder
- Achievement charts
- Interval timer
- Stop watch
- Jacks for plugging in a listening device in order to hear a belt, disc, record, or tape of dictation for the purpose of recording that dictation.

- **Ample storage space should be available in the shorthand room.**

Assignments

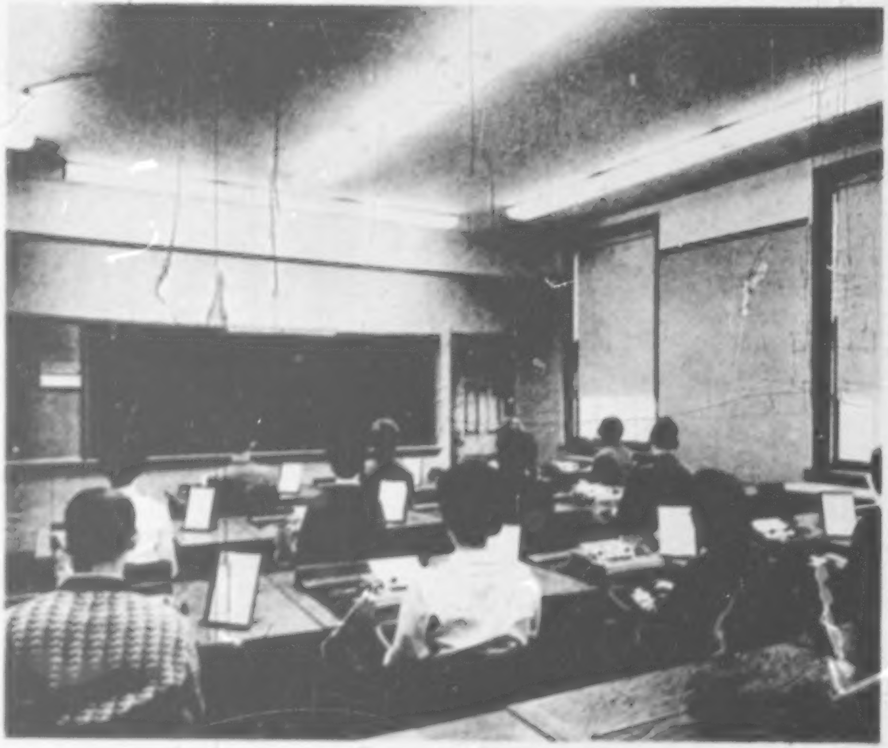
The daily outside assignment should be equal to a single class period. Strony recommends students use two notebooks, one in which class dictation is recorded and the other for homework. Rather than collecting and reading the entire home lesson assignment of each student, a sampling of current assignments is made. As suggested elsewhere in this syllabus (see page 51), homework assignments should be duplicated and distributed early in the course.

Homework

Practice at home is a vital part of any course. Abel states:

> . . . homework [should] take the form of drills, on punctuation, spelling, capitalization, word meanings, (such as sight, site, cite), points of typing style, and proofreading. . . . On the day following each assignment, correct the exercises in class and then collect them. If homework lessons are posted, no class time need be taken for making assignments.

Abel, R. S. The teaching of transcription. *American Business Education.* Vol. 12, p. 245, May 1956



Class in advanced shorthand makes use of typewriters in transcription class.

Observe: (1) Written instructions to class on left panel of chalkboard; (2) teacher's shorthand outlines on board resulting from preview of letter students are now transcribing; (3) use of copyholders at each work station; and (4) clear and orderly desk tops.

It is also important for the teacher to give recognition to homework assignments that have been well done so as to encourage other students to exert greater effort and also to let the class know that the teacher is looking at the papers.

- **Students must know not only what is to be done; they must also understand how it is to be done.**

Additional Comments

On the subject of aims:

Balsley, I. W. "Shorthand," in American business education yearbook; Evaluation of pupil progress in business education, by E. L. Popham, editor. Vol. 17, Chapter 9, p. 192. New York Univ. Bookstore. 1960

Skills and knowledges to be developed on the application level in shorthand include:

1. Building speed in taking familiar dictation
2. Building speed in taking unfamiliar dictation
3. Explaining the shorthand vocabulary
4. Preparing for machine transcription (typewriter)
   - a. Review of rules of punctuation, use of figures, capitalization, word division, and grammatical construction
   - b. Practice in proofreading

On the subject of individual differences:

Felter, E. K. Helping the slow learner. American Business Education. Vol. 10, p. 235, May 1954

. . . In order to improve the dictation speed of those who have trouble getting the words down fast enough, I find the following suggestions to pupils for outside practice helpful:

- a. Set a definite time for improving the speed with which you take your shorthand notes
- b. Turn to the copper plates you intend to practice . . . reading them aloud before a mirror until there isn't a single bit of stumbling or hesitation
- c. Write the letter or article in a smooth flowing shorthand as you read it aloud as rapidly as you can
- d. Read your own shorthand notes aloud
- e. Redictate this letter or article to yourself just as fast as you can say it aloud and write at the same time
- f. Keep a diary of this outside practice

On the subject of testing:

Leslie, L. A. & Zoubek, C. E. Teacher's handbook for Gregg advanced dictation simplified. McGraw. 1954

Testing for shorthand speed should be on dictations of new matter, without preview, for 2, 3, or 5 minutes. The shorter dictations cost less time and are equally valid for giving a measurement of progress. The grade should be based only on the transcript; there should be no consideration of theoretical accuracy.

It is suggested that the teacher will find many advantages in the continued use of longhand transcripts for these speed tests, reserving the typewritten transcript for the mailable transcription work.

Rowe, J. L. The art of testing. Business Education World, Vol. 40, p. 28, Jan. 1960

All tests should contain the element of speed and should be timed . . . A variety of tests should be [used]. . . . The end result of all testing in shorthand is the mailable transcript.

Shorthand spelling and reading tests promote better study habits, insure honesty in homework preparation, and develop the mastery of shorthand theory through the mental activation of shorthand outlines. [Tests may be of the following types]

- Shorthand spelling test
- Daily test of reading ability from shorthand plates
- Individual reading of shorthand notes from homework copied material
- Accuracy reading of shorthand plate material
- Accuracy reading of shorthand homework copied material
- Spelling and pronouncing of outlines written on the chalkboard by the teacher

On the subject of standards:

Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. p. 212

. . . it is possible neither to set definite standards of stenographic competence nor to set definite standards for passing school grades.

On the subject of teacher activity:

Balsley, I. W. "Shorthand," in American business education yearbook; Evaluation of pupil progress in business education, by E. L. Popham, editor. Vol. 17, Chapter 9, p. 192. New York Univ. Bookstore. 1960

At the application level, the techniques and devices used at the elementary level can be utilized . . . in developing skill. They include: blackboard presentations, reading from plate notes, taking dictation of familiar material, taking dictation of new material. . . . Additional teaching and evaluative techniques are appropriate to this intermediate level and include . . . expanding the shorthand vocabulary; building skill in taking short takes at high speeds; building skills in taking "sustained" dictation; and reviewing related skills and knowledges as a preview of transcription.

Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. pp. 63-4

What are the possible profitable activities in the shorthand classroom?

a. Concerted spelling, reading, and copying from the teacher's blackboard outlines
b. Individual spelling and reading of outlines from the blackboard
c. Individual reading of connected matter from the Manual [a Gregg shorthand text]
d. Individual reading from brief forms, charts, or similar material from the Manual
e. The taking of dictation by the learners
f. Individual reading back of dictation
g. Brief discussion of new theory learning [for beginning classes]
h. Generalization drills
i. Shorthand penmanship practice

On the subject of reading:

Lamb, M. K. Your first year of teaching shorthand and transcription; South-Western Pub. Co. 1950. p. 83

In advanced shorthand, the student's rate of reading familiar shorthand plates should closely approach the rate of reading regular printed matter. Any student with normal ability to get thought from printed matter . . . should be able to read familiar shorthand plates meaningfully at 200 words a minute (minimum rate of 150 words a minute) and she should be required to do so.

On the subject of skill development:

Balsley, I. W. "Shorthand," in American business education yearbook; Evaluation of pupil progress in business education, by E. L. Popham, editor. Vol. 17, Chapter 9, p. 206. New York Univ. Bookstore. 1960

Skills and knowledges to be developed on the integration level in shorthand include:

a. Fusing skills in taking dictation, typing, and applying rules of English usage into transcription ability
b. Further building of skill in taking dictation
c. Developing work habits, attitudes, and traits necessary in the business office

On the subject of marginal reminders:

Travis, D. L. Improvement of instruction in business education at the secondary school level. National Business Education Quarterly. Vol. 28, p. 34, Summer 1960

In the [Gregg] shorthand textbooks, marginal reminders are provided to direct the students' attention to common points of punctuation and words often misspelled. The mere presence of these reminders in the textbook does not assure that the average student will study them. He should therefore be expected to use them in his daily recitation. At first it may seem a bit awkward during oral transcription to read in the names of the punctuation marks with one or two words of explanation, but this quickly becomes an automatic procedure for the students when they are reading shorthand.

Dempsey, A. V. "Teaching" instead of "Timing" in transcription. Part IV from How to teach business subjects. United Business Association, National Education Association, Washington 6, D.C. 1959. p. 171

The marginal reminders given in the shorthand textbooks have helped greatly in reducing the number of transcription errors due to faulty punctuation.

Grubbs, R. L. Strategy for second semester shorthand. Business Education World. Vol. 41, pp. 26-7, Jan. 1961

Training toward the use of appropriate punctuation is another second semester activity that you will want to begin in the first semester. Have your students begin to copy punctuation marks into their homework notes when they appear in the [Gregg] text. Explain that they should glance quickly to the margin to determine the reason for the punctuation mark they are encircling.

Make lists by chapters of the words that are found in the red marginal notes. Some of the marginal notes are clues to shorthand phrases and possessives . . .

On the subject of sources for dictation:

Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. p. 170

. . . There is the monthly series of tests in the *Business Teacher* [as a source for dictation material]

Most teachers find it profitable to ask local businessmen for carbon copies of their correspondence.

On the subject of dictation:

Hardaway, M. & Maier, T. B. Tests and measurements in business education; 2d ed. South-Western Pub. Co. 1952. p. 157

As a rule of thumb . . . when half the class begins to make less than 5 per cent word recognition errors at one dictation level the class should be advanced to the next higher dictation level.

Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. pp. 171-7.

Dictation for speed development should be given repetitively at constantly increasing speeds. Dictation for mailable transcripts should be given only once, with the understanding that the learner has only the one chance to get it.

Office-style dictation at the end of the stenographic training course is one of the oldest and most helpful devices in the shorthand teacher's list of procedures. The one danger inherent in the use of office-style dictation is that of giving too much too soon.

To be specific – two or three letters a week in the last 2 or 3 months of the stenographic course seem to be about the maximum that can be justified.

Good classroom practices in business education, Monograph 85. South-Western Pub. Co. 1953. pp. 34-8

By giving the students an opportunity to take dictation from businessmen in the community, interest is stimulated and the need for reserve speed to take speed spurts which occur in office dictation is shown.

Help give that feeling of success in all of your subjects . . . by letting them record grades on 1, 2, 3, and 4-minute takes when a full 5-minute dictation has been given. When they first start taking dictation for long periods, many will not be able to get good grades on the transcript of the whole dictation but may be able to get a good minute or two. If grades on short sections are recorded, students have a comfortable feeling they would not have were only the 5-minute grades recorded. They can see progress (so can the teacher) when they can get a 95 on a minute-longer dictation, and so are not discouraged by the failure to pass the entire 5-minute take.

Forkner, H. L. "The other side of the desk in the shorthand class." Part V from How to teach business subjects. United Business Education Association, National Education Association, Washington 6, D. C. 1959. p. 138

He [the teacher] often dictates sentences that contain errors in grammar and asks the students to point them out and to explain why they are errors. He dictates letters that contain amounts. In one place in the letter, he uses an amount and later in the same letter he refers to that amount again but intentionally mixes the number to see if the students are alert to catch the error and raise a question about it.

Balsley, I. W. "Shorthand," in American business education yearbook; Evaluation of pupil progress in business education, by E. L. Popham, editor. Vol. 17, Chapter 9, pp. 210-11. New York Univ. Bookstore. 1960

Additions, deletions, revisions will need to be included in the problems faced by the students; practice in transcribing with multiple carbon copies will also have to be provided.

On the subject of new-matter dictation:

Balsley, I. W. "Shorthand," in American business education yearbook; Evaluation of pupil progress in business education, by E. L. Popham, editor. Vol. 17, Chapter 9, p. 190. New York Univ. Bookstore. 1960

The taking of new-material dictation is the second big step toward the end goal. At the elementary level, new material must be selected carefully and . . . heavy previewing is a "must."

Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. pp. 169-70

. . . new-matter dictation should not be given until after the completion of the theory. . . . The learner should not be compelled, should not be permitted to take it . . . to put the matter another way – the learner is not prepared to begin new-matter dictation until he can write practiced matter at the rate of 80 to 100 words a minute on 60-second repetitive dictations.

At all times new-matter dictation for speed development purposes should be easy material – short, easy sentences composed of short, easy words.

A thorough preview should be placed on the chalkboard and read rapidly and repetitively by the class as the teacher points to the outlines.

On the subject of speed dictation:

Pendery, J. A. "Business standards and performance: Levels and competencies," in American business education yearbook; Curriculum patterns in business education, by John L. Rowe, editor. Vol. 13, Chapter 3, p. 34. New York Univ. Bookstore. 1956

[Helen Green's inquiry into dictation practices] . . . found that a person with a top shorthand recording speed at [80 words a minute] could take dictation from only 40 per cent of the dictators. A speed of 100 words a minute is sufficient for 75 per cent, and 120 words a minute is sufficient for 95 per cent [of the dictators.]

Strony, M. When you teach Gregg simplified. Business Teacher. Vol. 31, pp. 13-4, March 1954

If the percentages of students who get each take are like this —

60 wam	98 per cent
75 wam	65 per cent
90 wam	30 per cent
75 wam (control)	100 per cent

— you can be fairly certain that you are on the right road and dictating at appropriate speeds. If, on the other hand, the percentages are —

60 wam	70 per cent
75 wam	30 per cent
90 wam	0 per cent
75 wam (control)	80 per cent

— you are dictating too fast. Conversely, if your dictation is not fast enough, the percentages may look something like this —

60 wam	100 per cent
75 wam	95 per cent
90 wam	80 per cent
75 wam (control)	100 per cent

Leslie, L. A. & Zoubek, C. S. Teacher's handbook for Gregg advanced dictation simplified. McGraw. 1950

Assume that a class is able to write a first reading of a 1-minute dictation at about 60 words a minute. The procedure would be about as follows:

a. Place on the chalkboard the preview (about 10 outlines) for the first 100 words of the dictation, taking not more than 60 to 90 seconds to put the preview on the chalkboard and to have a quick reading drill. These previews are read as the teacher points quickly at random; they are not written by the learner.

b. Dictate the first 60 words in 1 minute. Ask the learners who got the dictation to raise their hands after *each* dictation. Whenever more than one-half of the learners raise their hands, the piece may be dictated about 10 words a minute faster.

c. Take 10 to 15 seconds to have the learners reread the preview quickly from the chalkboard. If any learner wishes additional outlines, add them to the preview at this time.

d. Dictate in the minute 75 words – that is, the 60 words previously dictated and an additional 15 words. Ask how many got it. Have the material read back – although generally not more than one dictation in 10 should be read back.

e. Have the learners read the preview again from the chalkboard in 10 to 15 seconds.

f. Redictate the material, this time 90 words in the minute. Ask how many got it.

g. Reread the preview in 10 to 15 seconds and redictate the material, this time 100 words in the minute. Not all the learners may get this fourth dictation, but urge them to keep on and write as much of it as they can get consecutively. They are not to drop a few words and then resume writing.

h. Redictate the first 80 words in 1 minute, with the instructions to the learners, "This will be only 80 words a minute. It will seem very slow. Write the very best shorthand you possibly can; you will have plenty of time to make good outlines."

i. Repeat steps 1-8 for the next 100 words of the dictation.

j. Dictate at 90-100 words a minute the two takes just completed.

k. Repeat steps 1-8 for the next 100 words and again for the following 100 words.

l. Finally, redictate the entire 400 words at about 80 words a minute; the exact speed will vary with the class and with the difficulty of the matter.

The exact details are unimportant. The important feature is that each dictation be short (30 to 60 seconds) and that each dictation be faster than the previous one. It is also important that the teacher announce the speed of each dictation.

TRANSCRIPTION

Time Requirements and Regents Credit

Transcription classes are required to meet a minimum of four or five periods a week for two semesters for one-half unit of Regents credit. Since transcription is taught as a laboratory class, no outside preparation is necessary. (See Introduction, page 8 for possible arrangements of the transcription course.)

Students who pass the shorthand 2 and transcription Regents examination are granted two and one-half units of credit; one for shorthand 1, one for shorthand 2, and one-half for transcription. In recording final marks, schools usually assign the same grade for both shorthand 2 and transcription.

The transcription course usually is scheduled for the same year in which the student studies shorthand 2; however, this should not be construed to mean that no pen-written transcript should be included in the last semester of shorthand 1. Transcription should be assigned to the typewriting or secretarial practice laboratory and scheduled consecutively with shorthand 2 if possible.

Definitions

The term *transcription* as used in this syllabus and teaching handbook means the process of writing correct transcripts –

a. by the beginning student with pen or
b. by the advanced student with the typewriter

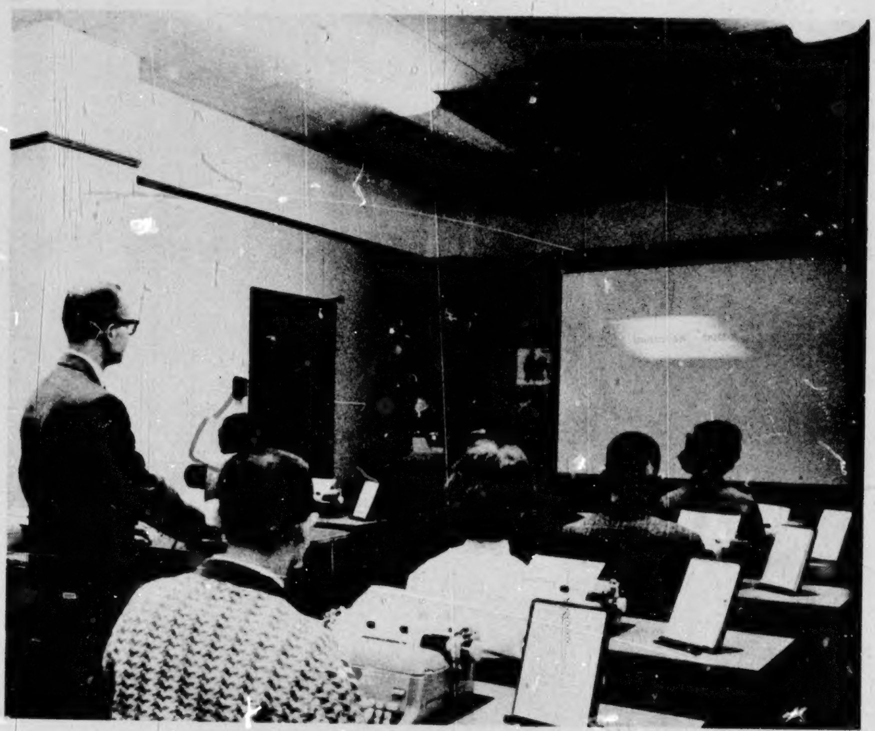
from shorthand notes – and simultaneously the student must get the thoughts of the dictator; spell, punctuate, and capitalize correctly; check grammatical correctness; and proofread. This must all be done within a minimum of time.

The term *transcription* as used in this syllabus and teaching handbook should not be confused with the term ***machine transcription*** which is a course of instruction on voice-writing equipment. (See the machine transcription syllabus.)

- **Transcription involves the fusion of many different skills.**

Classroom Location and Equipment

The shorthand 2 classes should meet in the same room for transcription instruction. This is the ideal situation. Where such an ar-



A transcription class develops typewriting skills.

Observe: (1) Darkened lighting fixtures in front of room to provide visibility but still offer a clear image on screen; and (2) use of special machine to control speed of projection moving across screen.

rangement is not possible, the next best location would be for the transcription room to be located near the shorthand 2 classroom.

Lamb states:

> The transcription laboratory should be a spacious room that is well lighted, well ventilated, and clean . . . have at least one cupboard for supplies and one electric outlet . . . wash basins . . . adjustable tables and chairs which are sturdy and stationary and free of "webbing". . . . Plenty of aisle space . . . with no more than two rows of students between aisles . . . demonstration stand in front of the room or a demonstration desk and chair . . . two or three secretarial desks in which stationery and supplies are arranged neatly . . . four-drawer file cabinet containing folders for the work of each student, reference books, cabinet for cleaning equipment . . .

Lamb, M. M. *Your first year of teaching shorthand and transcription.* South-Western Pub. Co. 1950. p. 128

Aims

- **Transcription is the ultimate goal of the work of a secretary or stenographer.**

General

The teacher should emphasize to students that shorthand and typewriting skills are but a means to an end, and that end is transcription. The major goal of the transcription course is the development of skill in transcribing at the typewriter from shorthand notes a mailable transcript, accurately and speedily prepared. The entire transcription course is designed to meet this objective. In fact, if at all possible, students should overreach this objective by going beyond minimum transcription goals. Employment opportunities are increased, and success on the job is assured that employee who can demonstrate that she can not only transcribe mailable letters from shorthand notes; but that she can transcribe attractive, error-free mailable letters on the first attempt and in the shortest time possible. With such a challenging goal in view, teachers and students will need to make every minute of class time productive.

The ultimate goal (transcription) for the typical student is usually reached at about the end of 2 years in the typical high school. For the typical business student majoring in the vocational stenographic curriculum, the selection of secretarial practice following the completion of transcription provides a capstone of additional transcription skills and secretarial procedures. This is the recommended pattern.

Specific

While it is imperative that the teacher seldom swerve from the all-important aim of developing student ability to type mailable transcripts, there are many other aims which contribute to the major goal of the transcription course. *This is accomplished through the following important specific objectives:*

To improve spelling

a. To increase the basic spelling vocabulary developed in shorthand 1 and shorthand 2

b. To develop the students' ability to recognize words with which they are likely to encounter difficulties and so stress the use of the dictionary.

- **Become familiar with the spelling test available free from NOMA (National Office Management Association).**

Chandler offers a suggestion for improving spelling:

> . . . usually, I find that students tend to concentrate their misspelling on a few words. When this is true, I ask them to list the words on a card that can be kept in sight for reference during transcription.

Chandler, D. L. Helping the slow learner. *American Business Education*. Vol. 10, pp. 237-8, May 1954

Leslie concurs with Chandler's suggestion:

> . . . By keeping not more than his 20 most-misspelled words conspicuously on display next to his typewriter as he transcribes, each learner will be able in a matter of 2 or 3 seconds to verify the spelling . . .

Leslie, L. A. *Methods of teaching transcription*. McGraw. 1949, p. 17

To stress the use of the dictionary and/or handbooks to verify mechanics such as expressing numbers; rules for division of words, dates, names; types of punctuation

To increase training in proper punctuation (phrases in a series; positive-negative statements; use of dash in parenthetical expressions; enumerations)

The need for punctuation training is pointed out by Sister M. Therese who states:

> Work toward grammatical perfection. Teach how to punctuate sentences that contain phrases in a series; teach spelling, word usage, hyphenation, numbers, and syllabication.

Sister M. Therese. Success in transcription—what's in a goal? *Catholic Business Education Review*. Vol. 12, p. 56, Nov. 1960

- **Students should be encouraged to use dictionaries.**

To develop further, an adequate knowledge of English fundamentals (run-on sentences, compound adjectives, parallel adjectives, possessives, verbal nouns, and introductory participial phrases)

Although reading back notes is important, the real problem in developing skill in preparing mailable transcript lies in the command a student has in the use of the English language. On this point Tonne remarks:

> Failure in transcription ability is caused as much by poor understanding of English usage as by inability to read the shorthand notes. Unless the student can transcribe a letter that is mailable, it is, for job purposes, unsatisfactory. Ability to read back dictated material does not assure ability to set up a mailable letter. . . . Increased knowledge of English essentials is, therefore, sometimes even more important than the further development of ability to take dictation.

Tonne, H. A. *Principles of business education;* 3d ed. McGraw, 1961, p. 310

To develop the necessary skills for correcting transcripts (erasing and the use of chalk and other correcting mediums such as tapes and fluids; squeezing and spreading letters in a given space on the typewritten page)

Leslie discusses the subject of erasing:

> Zoubek has suggested the advisability of erasing only the original copy, permitting the correction to appear as a strikeover on the carbon or carbons. There is much to be said for this plan in the business office; in school work undoubtedly it will be better to insist on neat erasures in the carbon copies.

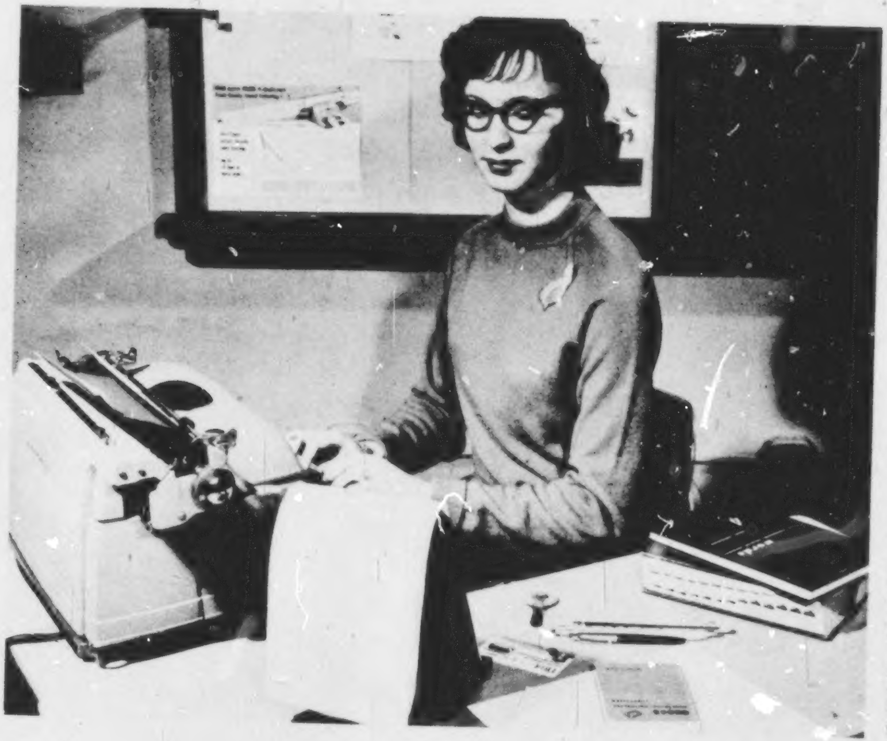
Leslie, L. A. *Methods of teaching transcription.* McGraw, 1949, p. 141

To stress proofreading while the transcript is still in the machine and to check against shorthand notes to be sure that nothing has been omitted (The teacher must *not* accept *scanning* a letter but insist on the student rereading the transcript as if for the first time.)

- **Erase the error on the original copy first. Begin with an ordinary pencil eraser and finish with a wheel-and-brush type ink eraser. Erase, don't scrub.**

To improve the students' ability to read shorthand notes speedily and accurately

To increase typewriter operating techniques to achieve an uninterrupted movement of the typewriter carriage or carrier in the rapid production of mailable transcripts



A transcription student at a well-equipped work station.

Observe: (1) Well-organized work area; (2) preparation of carbon copy; (3) proper office attire; and (4) assorted transcribing aids (shorthand notebook with lines and spiral binding); copyholder; wheel-type ink eraser with brush; erasing shield; pen, two No. 2 pencils, red and blue colored pencils, paper clips, rubber bands; stationery; and shorthand dictionary, regular dictionary, special reference book.

To develop the skill necessary to place short, medium, and long letters from shorthand notes properly on the typewriting paper so as to achieve an attractive placement

To develop a transcription rate for each pupil of two-thirds of his straight typing rate with a minimum transcription rate of 15 to 20 words a minute

While the above rate indicates only minimum transcription rates, teachers are urged to work toward higher standards such as those indicated by Thompson:

> . . . The transcription speed should approximate two thirds of the typewriting speed from straight copy. If a stenographer can type 60 words a minute, the transcribing speed should be 40 words a minute.

Thompson, J. M. Training better office workers. *Balance Sheet.* Vol. 30, p. 8, Sept. 1948

Another authoritative source states:

> As a result of figuring average transcription rates for some years, the writer has come to the conclusion that a good transcription rate for advanced students is 20 to 30 words a minute. This rate is for a one-half period and includes the making of two carbon copies of each letter transcribed -- with corrections and envelopes.

Place, I. Transcription factors and procedures. *Business Education Forum.* Vol. 8, p. 19, Oct. 1953

To stress correct handling of carbon, envelopes, and other supplies needed

To develop the ability to follow reasonable directions

To emphasize good work habits such as a dated notebook, numbered letters, rubber bands or large paper clips to mark the place, cleaning the typewriter periodically, and so forth

The importance of constant and thorough training and emphasis on the above aims in the transcription course is discussed by Balsley:

> Businessmen are quite critical of new employees who have not acquired the habit of assuming responsibility for the mailability of their letters and of staying with a job until it is done right. Accuracy *is* more important than speed. Just practice alone does not insure improvement in a skill; right practice *directed toward a specific goal* yields the desired results. The development of certain work habits and attitudes are as vital in the transcription training program as the development of transcribing skill itself.

Balsley, I. W. "Shorthand," in American business education yearbook; *Evaluation of pupil progress in business education,* by E. L. Popham, editor. Vol. 17, Chapter 9, pp. 209-10. New York Univ. Bookstore. 1960

- **Drills must be provided during the transcription period, when necessary, to improve basic techniques in typewriting, knowledge of English, and so on.**

Balsley discusses the aims of a shorthand and transcription program:

> The ultimate goal of training in shorthand is the ability to to take dictation and transcribe the notes into mailable copy in the office situation. (Incidental, but nonetheless important, is the development of the proper work habits, attitudes, and character traits.)
>
> This ability is composed of a fusion of many separate skills and knowledges, involving at least the following:
>
> - notetaking of the dictated message
> - typing from shorthand symbols
> - dividing words at ends of lines
> - arranging copy in proper form (letter, report, memo, etc.)
> - using dictionary and/or handbooks
> - making special notations
> - checking grammatical correctness
> - checking accuracy of figures, names, addresses
> - checking sense of the message
> - spelling
> - addressing envelopes
> - making carbon copies
> - punctuating
> - capitalizing
> - expressing numbers
> - proofreading
> - correcting errors
> - following directions
> - handling supplies

Balsley, I. W. "Shorthand." in American business education yearbook; *Evaluation of pupil progress in business education*, by E. L. Popham, editor. Vol. 17, Chapter 9, p. 187. New York Univ. Bookstore. 1960

- **Correct transcription technique is made up primarily of correct shorthand-reading techniques applied to notes legibly written according to rule, correct typing techniques, and consistently accurate application of the rules of English composition.**

While it is agreed that many of the above objectives have been initiated in the typewriting and the shorthand courses, there is a definite need to develop them further in the transcription course.

It is further suggested that the stenographic student strive to pursue the Regents program in English.

The teacher, in achieving the objectives of the course, should not overlook a *limited* amount of student work on memorandums, office-style dictation, and transcription from "cold notes."

Balsley recognizes the need for work on developing ability to transcribe from cold notes:

> Transcribing from "cold" notes is an essential part of the advanced training program. . . . In transcribing from "cold" notes, making sense is a skill that will be developed.

Balsley, I. W. "Shorthand," in American business education yearbook; *Evaluation of pupil progress in business education.* Vol. 17, Chapter 9, p. 211. New York Univ. Bookstore. 1960

What people fear is the legibility of their outlines when reading from "cold" notes and not just the fact that they are reading notes taken sometime previously.

Mailability

While there are many different opinions as to what constitutes a mailable letter, several definitions should be carefully noted. A capsule look at a mailability definition developed by the Bureau of Business and Distributive Education reads as follows:

> A mailable letter is one that could be signed and mailed by a careful and competent business correspondent without being rewritten.

Suggestions on the Conducting of Examinations and the Rating of Regents Examination Papers in Business Subjects. (Albany, N. Y.: The University of the State of New York, The State Education Department, Revised January 1961) p. 12

For a more detailed description of mailability as set forth in the above definition, see the reference quoted.

Another source states:

> If a letter is mailable, it meets the standards of accuracy, neatness, and attractive placement. Spelling errors, poor erasures, strikeovers, punctuation errors, poor placement, lack of neatness, and uneven touch cancel the letter from the very first. Clear and concise instruction in mailability should be given so that students will know what is expected and be able to work towards that achievement.

Sister M. Therese, OSF. Success in transcription–what's in a goal? *Catholic Business Education Review.* Vol. 12, p. 57, Nov. 1960

- **No letter that contains even one mistake that would destroy its mailability should be accepted.**

There is no doubt that judging a finished letter by its degree of mailability makes good sense in a transcription course. An important monograph discusses mailability:

> When is a letter mailable? The best answer to this question comes from the businessmen themselves. Their standards require that transcriptions of letters should follow the dictation closely, that letters should be centered reasonably well, and that letters should contain no errors of spelling, punctuation, capitalization, or hyphenation. Additional requirements are that there should be no uncorrected typographic errors in the letters and that erasures should be made neatly.

Wanous, S. J. & Whitmore, I. V. *Effective transcription procedures,* Monograph 57. South-Western Pub. Co. 1942. pp. 6-7

Balsley discusses degrees of mailability:

> A verbatim transcript is required by some teachers; a "reasonable" one by others. The difficulty in judging a "reasonable" transcript lies in determining the extent of deviation from the dictation that is to be allowed. What may seem reasonable to one person may not seem so to another.
>
> The "reasonable" transcript is probably not the best goal for transcribers-in-training. . . . Perhaps "reasonable" transcripts would be better used in some practice sessions than in testing situations. Furthermore, at the dictation test level of training, the test is supposed to be a check on the student's ability to write in shorthand the material dictated, not just to record in general the ideas of the dictator. Practice in "reasonable" transcripts might be made a part of classwork when the office-style dictation stage is reached.

Balsley, I. W. "Shorthand," in American business education yearbook; *Evaluation of pupil progress in business education,* by E. L. Popham, editor. Vol. 17, Chapter 9, pp. 201-2. New York Univ. Bookstore. 1960

- **Developing a sense of pride in the appearance of the transcript will materially improve its quality.**

A mailable letter, then, is one that the dictator could sign for mailing even after returning it to the stenographer for correction of errors which did not necessitate the rewriting of a letter. It would be very helpful to students if they could examine business letters considered to be excellent specimens of business correspondence. When students are able to compare their own letters with actual business letters kept on file by the teacher, the qualities considered essential for mailability are clearly brought into focus.

Standards

As the transcription course progresses, the standards of mailability increase. This procedure is recognized by Sister Therese, who states.

> Your standard of mailability is not the same the first 6 weeks as it is in the end. Here, too, the students grow just as they grow in accuracy.

Sister M. Therese, OSF. Success in transcription–what's in a goal? *Catholic Business Education Review*. Vol. 12, p. 55, Nov. 1960

Standards in a transcription class should be on the ability to type a mailable letter from shorthand notes. On this point, Tonne states:

> The beginning office worker is measured not in terms of ability to take high speeds of dictation and shorthand but rather to transcribe this material into mailable form.

Tonne, H. A. *Principles of business education:* 3d ed. McGraw. 1961. p. 167

- **The business correspondence standards of mailability in the community should be known by the teacher of transcription.**

The number of letters a stenographer should be able to type should be considered when developing standards in the transcription course. Tonne states:

> A high, but not unreasonable, standard for a stenographic service in an office would be that of taking 30 letters of around 240 to 250 words a letter and transcribing these letters into mailable, usable form in a 7-hour day.

Tonne, H. A. *Principles of business education;* 3d ed. McGraw. 1961. p. 168

Although the above standards may be realistic for experienced stenographers, transcription teachers must appreciate the fact that it takes time to build stenographic production up to the rate identified by Tonne. Certainly, business standards should become patterns for school standards, but these challenging standards should not be introduced too soon in the transcription course. It is up to the individual teacher to determine at what point business standards should become school standards. Leslie recognizes the need for progressive standards for he states:

> The transition from the introductory work to the permanent transcription learning and teaching pattern should be made imperceptibly.

> [The learner] is given easy letters to transcribe before he is given difficult letters. He is given short letters to transcribe before he is given long letters. He is allowed to transcribe without timing before he is timed.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. pp. 249-50

- **There should be a different production rate for each student—the rate to be determined by the student's ability and proficiency.**

Balsley identifies a classroom activity in an attempt to measure employment success:

> A student who expects to perform satisfactorily on the job should be able to transcribe at least 3 minutes of dictation into mailable copy in the classroom situation.

Balsley, I. W. "Shorthand," in American business education yearbook; *Evaluation of pupil progress in business education,* by E. L. Popham, editor. Vol. 17, Chapter 9, p. 212. New York Univ. Bookstore. 1960

Work Habits

Throughout the course, emphasis should be given to the development of desirable work habits. While good work habits contribute to office production, poor habits will reduce the amount of work done. The latter could also conceivably reduce the opportunities for advancement. Developing desirable work habits should not be left to chance. The teacher should, by example, set the work habit standards in the classroom by exhibiting letters prepared by the teacher, and through repeated demonstrations of writing shorthand, typing letters, as well as by demonstrating all the techniques necessary for the mailable letter. Leslie discusses the mark of a good transcriber for he states:

> . . . the good transcriber keeps the typewriter carriage moving steadily because of his mastery of . . . primary techniques of transcription.

Leslie, L. A. *Methods of teaching transcription.* McGraw. 1949. p. 11

- **The well-organized, methodical worker of average speed produces far more than the speed demon who has poor work habits.**

Transcription Skills

The goal of developing skills that contribute to a sufficient number of mailable transcripts is very important, and attention must be given to the development of these skills including shorthand, typewriting, and English. Leslie states:

> The learner's prerequisites for transcription consist of a certain degree of skill in shorthand, in typewriting, and in English – especially in the conventions of written English.

Leslie, L. A. *Methods of teaching transcription.* McGraw. 1949. p. 1

The importance of developing transcription skills is stressed in at least one professional book:

> Drills must be provided . . . to improve basic techniques in typewriting, knowledge of English, and so on . . .

Nolan, C. A. & Hayden, C. K. *Principles and problems in business education;* 2d ed. South-Western Pub. Co. 1958. p. 121

Balsley also recognizes the need for developing skills which are necessary for successful transcription:

> Although students have studied rules of grammar, punctuation, usage, etc., in English courses, they need to review them as they approach transcription of their shorthand notes.
>
> Reading from plate notes, from their recorded dictation, or from chalkboard notes, indicating punctuation, serves the dual purpose of providing practice in and a check on skill in reading shorthand outlines and in applying punctuation rules.

Balsley, I. W. "Shorthand," in American business education yearbook; *Evaluation of pupil progress in business education,* by E. L. Popham, editor. Vol. 17, Chapter 9, p. 195. New York Univ. Bookstore. 1960

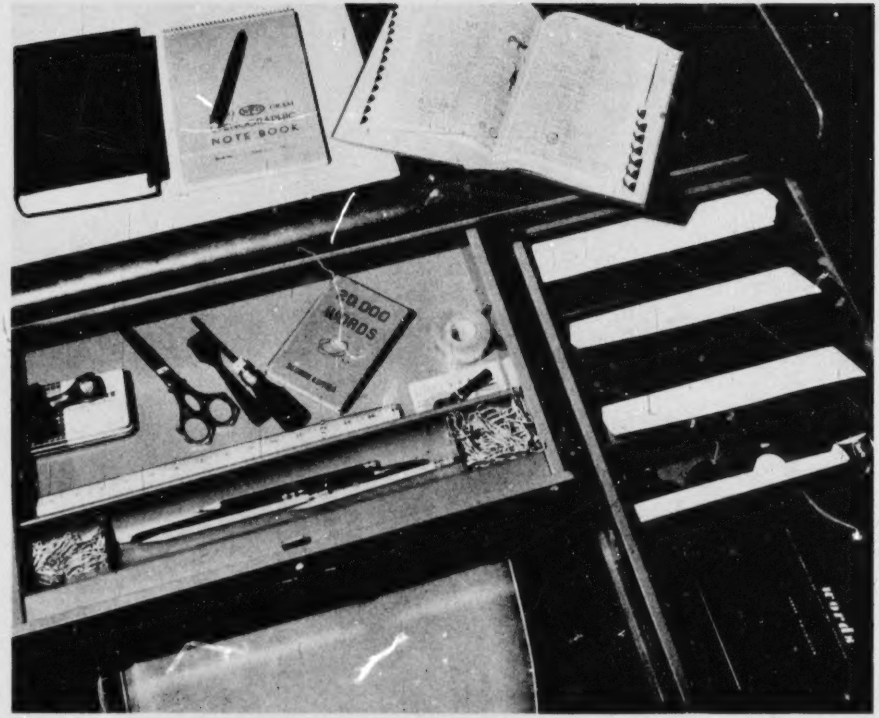
When Balsley states that students may have the opportunity to read shorthand notes from the chalkboard, it is not meant that students write these notes, but that these notes are placed on the board by the teacher.

- **The English teacher should be informed by the transcription teacher as to the names of those who are also enrolled in transcription.**

Requirements for Successful Transcription

It is apparent that transcription is a fusion of proficiency in shorthand, typewriting, and English. Research has shown that people of below average intelligence can learn to write shorthand, but that it takes higher intelligence to be a successful transcriber because so much decision-making is involved. Lamb discusses the skills needed for successful transcription:

> Transcription techniques include the various techniques involved in typewriting, in skillful reading and writing of short-



A well-organized desk for the transcriber.

Observe: (1) Use of compartments in middle drawer (screwdriver adaptable for regular or Philips screws for minor machine repairs); (2) slanting trays in right-top desk drawer. (Note arrangement of paper; starting from back to handle end of drawer, letterhead copy, carbon, carbon copy, carbon, second carbon copy. Interleafed in this manner, the stenographer can remove all with one motion thus saving her valuable assembly time.); (3) plastic and liquid-type cleaner, ink bottles, and special reference books in front of drawer; and (4) special reference aids on desk top being used by secretary.

> hand, and in related tasks such as proofreading and correction of errors. In addition, the correct way of integrating these skills in the transcription process must be taught. . . . [Students] must be able to:
>
> 1. Read their shorthand notes rapidly in thought units, mentally applying the rules of English composition as they read.
> 2. Use reference books easily, particularly the dictionary and books on English usage.
> 3. Assemble originals, carbon sheets, second sheets, and envelopes efficiently.
> 4. Gauge the proper setup of a letter from the shorthand notes.
> 5. Transcribe notes accurately on the typewriter, keeping eyes on the copy and reading ahead sufficiently from the notes so that the typing is smooth and uninterrupted.
> 6. Proofread.
> 7. Correct errors neatly.
> 8. Arrange original transcripts and envelopes for approval and signature of the dictator, taking care of carbon copies according to prescribed routine.

Lamb, M. M. *Your first year of teaching shorthand and transcription.* South-Western Pub. Co. 1950. pp. 139-40

- **Intelligence is needed to succeed in transcription.**

Transcription is a challenging subject. The skills which must be extensively developed to meet the aims of the course are also necessary to promote stenographic occupational competence. They include:

Spelling

a. Develop a general vocabulary sufficient for the prospective employee.
b. Make extensive use of word lists published by the National Office Management Association (NOMA), the Horn and Peterson list, and lists of commonly misspelled words as may be developed by the classroom teacher.
c. Correct pronunciation to assist spelling.
d. Drill on similar sounds, such as –

Similar sounds:

accept – except
advise – advice
affect – effect
anyone – any one
all right – alright
all ready – already

are -- our
attendants — attendance
adapt — adept — adopt
alter — altar
breath — breathe
cite — site — sight
capital — capitol
council — counsel — consul
farther — further
its — it's
past — passed
stationary — stationery
then — than

Grammar

a. Recognize complete sentences.
b. Recognize run-on sentences.
c. Recognize conjunctions and use correct punctuation.
d. Recognize prepositions.
e. Recognize infinitives.
f. Make a verb agree in number and person with its subject. This will help to make sense in transcription.
g. Be careful to use the correct form of pronoun.
h. Use correct form of adjectives and adverbs.
i. Know the correct form of verbs to assist in making sense in transcription.

- **In addition to knowing how to spell a word, students should also know its meaning.**

Punctuation

a. Period, question mark, exclamation point
b. Comma (for parallel adjectives, introductory dependent clause, introductory prepositional phrases, series)
c. Semicolon (used between compound sentences, in clauses, in a long compound sentence when other punctuation is used)
d. Colon (for enumeration and preceding a long quotation)
e. Apostrophe (for possessives and contractions)
f. Quotation marks
g. Dash (for long parenthetical expressions, a statement in summary)
h. Hyphen (compound numbers, compound adjectives; prefixes such as *ex, self;* similar sounding words such as *reform, re-form* and *recover, re-cover*)
i. Parenthesis and brackets

Use of dictionary

a. For correct spelling

b. For correct division of a word at the end of a line

c. For application of rules for division of words to syllabication indicated in desk dictionary or other reference book

d. For determining whether a compound is to be written solid, hyphenated, or separate, such as *drugstore, self-reliance, airstrip, air mass*

e. For preferred spelling of words, such as *adviser, advisor*

f. To obtain information on plurals

g. For familiarity with important sections of the dictionary, especially those dealing with biographical sketches, the gazetteer, common Christian names, foreign words and phrases, etc.

- **Teach the use of the dictionary.**

Mechanics of writing

a. Titles (books, essays, articles, songs)

b. Capitalization (including points of compass when referring to specific geographical divisions, personification, trade names)

c. Numbers (19th of May, but May 19; street names; One Park Avenue, but 8 Park Avenue; dollars and cents; percentages; figures to represent policy, stock, or serial numbers; numbers which follow each other; measures; temperatures; time of day; when used as adjectives)

d. Abbreviations and acronyms (WAC, U.S.S.R., etc.)

e. Dividing words at ends of lines (Do not divide more than two successive lines; avoid dividing first line on the page; do not divide last line on the page or the last line of a paragraph.)

Mechanics of typewriting

a. Letter placement

b. Letter styles (Semiblock or block style with indented paragraphs and the modified block style are the most popular according to Rowe. See his article, *Business Education Forum,* Feb. 1957.)

c. Timesaving procedures

d. Preferred placements for attention line and the subject line

e. Inside address

f. Correct salutations

g. Acceptable paragraphing in the body of the letter

h. Complimentary close

i. Firm signature

    1) Name of business
    2) Space for a handwritten signature
    3) A typed name and the official title, if necessary

j. Reference initials or identification numbers
k. Development of an even typewriting touch
l. Ability to place letter attractively on the page

- **Get your students to develop the ability to set up a letter attractively in typewritten form by eye placement, estimation, judgment, but not by formula.**

Proofreading

The lack of ability to proofread so as to discover errors is one of the greatest weaknesses of student transcribers and beginning office workers. To proofread properly, it is necessary to move the eyes slowly across each line, while mentally saying each word, searching for three kinds of errors:

Word sense errors such as:

her instead of *he, here,* or *there*
you book instead of *your book*
companies books instead of *company's books*
are plan instead of *our plan*

Spelling errors such as:

amoung instead of *among*
Arkansaw instead of *Arkansas*
beleive instead of *believe*
ernestly instead of *earnestly*
familar instead of *familiar*
convience instead of *convenience*
Feburary instead of *February*
partical instead of *particle*
priviledge instead of *privilege*
restuarant instead of *restaurant*
similiar instead of *similar*

Typographical errors such as:

ahd instead of *and*
an instead of *and*
and instead of *an*
it's instead of *its*
its instead of *it's*

- **The students, not the teacher, should carry the proofreading responsibilities.**

The teacher usually cannot proofread all the work of every student. In fact, she should not do so. Some of the responsibility for locating errors should rest with the individuals who are the producers of the work; in this case, the students. Abel states:

> . . . Let [students] learn about their errors by correcting their own papers. Read back the letters at about 100 words a minute, inserting punctuation, different spellings, capitalization,

> and points of typing style. Don't worry about cheating, since you will later collect and look over the papers. Reread the mailable ones; but, more important, study the unmailable ones to see where your pupils are weak. Do not require pupils to retype their unmailable transcripts. They will make every attempt not to repeat their mistakes on future papers anyway; greater values are derived from typing new letters.

Abel, R. S. The teaching of transcription. *American Business Education*. Vol. 12, p. 244, May 1956

Abel's point of view is shared by Forkner who has written much on the need for developing proofreading skills in students:

> Can the student proofread copy? Employers are eager to have their employees acquire this habit . . . most of our teaching practices, however, prevent the acquisition of proficiency in this skill. Instead of having students correct their own papers and then having them rechecked by a designated proofreader, too many teachers do this work themselves. It should be a home assignment *for the students*. . . . Unless the student is required to proofread his work, he is not likely to produce acceptable transcripts.

Forkner, H. L. Let's improve business education. *Dictaphone Education Forum*. p. 17, April-May 1945

- **Students who are careless in their checking should be on a proofreading committee, for if they return incorrectly checked papers, they will soon hear about it from their classmates.**

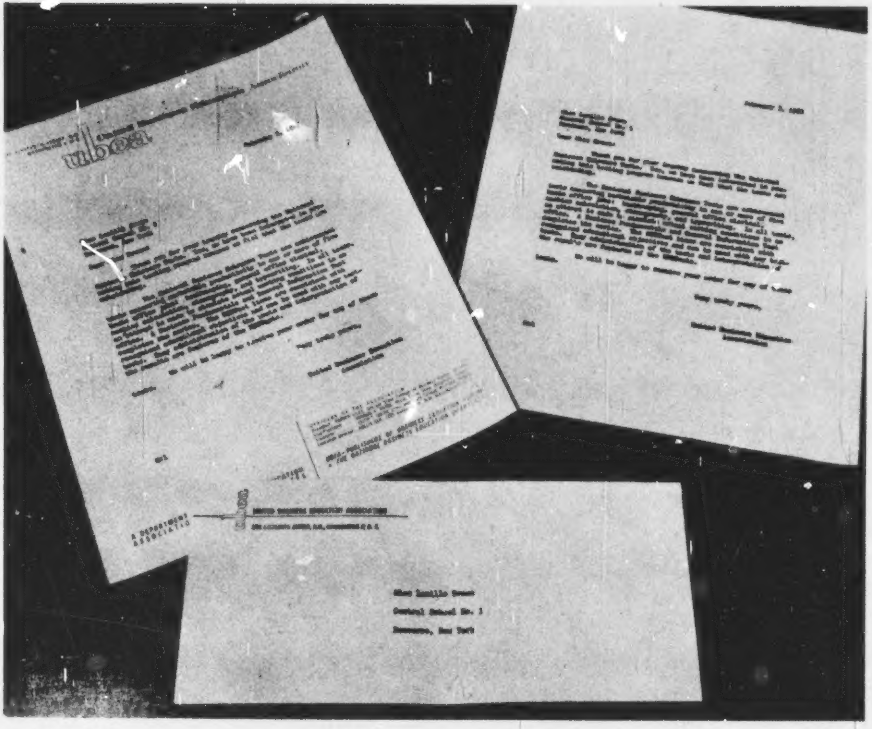
A professional monograph emphasizes the development of proofreading skills for it states:

> . . . Another good assignment practice is to dictate a letter or several letters which contain errors. Require the student to read the letters and to make the corrections that are necessary.

Wanous, S. J. & Whitmore, I. V. *Effective transcription procedures*, Monograph 57. South-Western Pub. Co. 1942. pp. 17-8

Individualized and Small Group Instruction

Most schools will undoubtedly have a sufficient number of students assigned to the transcription room to make it difficult for individualized or tutorial teaching; therefore, at times during the year, small group instruction is advisable. It is possible that occasions may arise where small groups of no more than six students would be given personal attention by the teacher during a class period. This would



A well-arranged letter.

Observe: (1) Attractive placement; (2) letter and punctuation style; (3) evenness of impression; (4) clean type and attractive image due to well-inked ribbon; (5) vividness of carbon copy; (6) well-centered address on envelope.

be practicable when teaching the correction of errors common to the group or when there are transfer students from another class or from another school.

Commonly, transcription has been taught by the group method of instruction where an effort is made to have the group do the identical learning activities at the same time in order to keep the group progressing at approximately the same learning rate. Teachers must devote more time to providing for the individual differences of the slow, average, and fast learners.

- **When I see improvement in any student's work (especially that of those students who are average or below), I tell them so and write a complimentary word on work being returned to them; then they beam, take heart, and try a little harder.**

Pretests and Tests

In many schools, the transcription teacher finds that the class is made up of students whose skills have been developed by some other teacher. When such a situation exists, it is necessary for the transcription teacher to administer a pretest to determine the present stage of skill development of students new to him. Leslie discusses the need for a pretest for he states:

> The first concern of the transcription teacher faced with a new class about to begin transcription training will be to get some good idea of the present skills of the pupils. . . .
>
> A few straight typing tests to determine the levels of typing speed and accuracy in the class will be helpful. A few shorthand tests to determine the level of shorthand speed and accuracy will be helpful . . . have the learners copy from a textbook a few letter setups to determine how much the teacher may rely on their existing skill in letter setups, erasing, evenness of touch, and similar factors.

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. pp. 236-7

Prognostic Tests

There is much yet to be done to predict student success in transcription. Leslie discusses this need:

> No completely satisfactory prognostic test exists for transcription although that is clearly one prognostic test that is necessary and desirable for purposes of guidance and instruction. The best prognostic test for transcription known [to Leslie] is . . .

the *Shepard English Placement Test* [See Introduction, page 7. for additional comments on this test.]

Leslie, L. A. *Methods of teaching Gregg shorthand.* McGraw. 1953. p. 297

Regents Examination

A separate examination for transcription will not be given. In the shorthand 2 and transcription examination and in the combination examination, the student will be provided with an opportunity to demonstrate his ability to transcribe from his shorthand notes.

- **A student with poor English skills will have difficulty in the transcription course.**

Previewing

Except in a testing situation, new-matter dictation should always be preceded by a preview. Dempsey discusses this point:

> When you start on "new-matter" dictation for transcription, a shorthand preview should be given over the letters that will be dictated. These should be short letters and all should be transcribed in one letter style. [The modified block with indented paragraph style and the modified block style are the most commonly used styles in business.]
>
> After you dictate the letter, give a transcription preview – punctuation pointers and any known shorthand problems that might hinder the student when he transcribes. Estimate the length of the letter to help with placement. Be available for any necessary help while the student is transcribing.
>
> To summarize the pattern: (a) shorthand preview, (b) dictation, (c) transcription preview, (d) estimation of letter length, and (e) transcription

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Dempsey, A. V. "Teaching" instead of "Timing" in transcription class. Part IV from *How to teach business subjects.* United Business Education Association, National Education Association, Washington 6, D. C. 1959. p. 169

Specific Teaching Suggestions

The teacher of transcription needs to be available to give assistance to his students; he should move about the classroom being alert for errors in placement, typewriting technique weaknesses, and poor work habits. From his observations, he will be in a position to make recommendations for improvement. The transcription period should be devoted entirely to assisting the members of the class who need help.

The following suggestions may be of help to teachers of transcription:

- **Practice in writing new words is correct practice that leads to automatization of outlines.**

1. Assist students; do not let them work without guidance in the beginning days of transcription. Balsley states:

> A teacher who permits her students to transcribe with no help from her is not *teaching* transcription; she is *monitoring* it. . . . Footwork and headwork go together in teaching transcription.

Balsley, I. W. "Shorthand," in American business education yearbook; *Evaluation of pupil progress in business education*, by E. L. Popham, editor. Vol. 17, Chapter 9, p. 210. New York Univ. Bookstore. 1960

Balsley does not mean that there should come a time when the teacher should provide no guidance whatsoever to his students. The fact is that it is the teacher's responsibility throughout the educational program to be on hand and in a position to render guidance whenever it is needed. However, as the students progress in their shorthand and transcription skills, the teacher should make an attempt to withdraw his aid gradually from his young learners. In this way, he makes them less dependent on him. This is completely in accord with the role of the school for it attempts to get students to take on adult responsibilities which include working on their own without the aid of others.

2. Proceed from the familiar to the unfamiliar. Transcription should be introduced in the following order:
    a. Transcribing from plates
    b. Transcribing from own shorthand notes copied from plates
    c. Transcribing from own notes which were taken from the dictation
    d. Transcribing from familiar dictation before going to new matter dictation
    e. Transcribing from daily notes to "cold" notes
    f. Transcribing from paced dictation to office-style dictation
    g. Transcribing notes from short periods of dictation to longer periods

- **Gradually withdraw your transcription aids from the students so that they eventually work entirely without your assistance.**

Nolan and Hayden recognize the desirability of this newer method of teaching transcription for they state:

> The outstanding feature of the new plan [for teaching transcription] is that transcription is taught in gradual steps, starting with the transcribing of shorthand plates and progressing to the transcribing of notes taken from dictation by the student. . . . Long periods of uninterrupted transcription must be provided . . .

Nolan, C. A. & Hayden, C. K. *Principles and problems of business education;* 2d ed. South-Western Pub. Co. 1958. pp. 120-1

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3. Read notes aloud in class and let the group decide the best placement, rules on numbers, spelling, and punctuation. The amount of time spent on this group activity should be reduced gradually, based upon the teacher's knowledge of the group's ability.

On this subject, Dempsey writes:

> For beginning classes in transcription, as much as 15 minutes of the class period can be profitably devoted to transcription problems; advanced classes need only 5 minutes spent on such fundamentals.

Dempsey, A. V. "Teaching" instead of "Timing" in transcription class. Part IV from *How to teach business subjects.* United Business Education Association, National Education Association, Washington 6, D. C. 1959. p. 170

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4. Preview the letter to be transcribed. Use should be made of the chalkboard to write difficult shorthand outlines, spellings, punctuation, rules of grammar, etc.

- **After students have successfully integrated and applied the skills required for transcribing, the teacher dictates material that calls for correction by the stenographer.**

5. Help the student through the transcript as much as possible. Dempsey states:

> The teacher can help the students in transcribing by developing certain techniques in dictating and in choosing dictation material. To improve punctuation, use simple vocabulary but complex sentences. This focuses attention on punctuation since it eliminates many of the hazards caused by puzzling over difficult words.
>
> To improve spelling, use short letters containing spelling demons, and dictate at a slower rate, slower than usual.
>
> To build accuracy, encourage proofreading and the use of the dictionary.

Dempsey, A. V. "Teaching" instead of "Timing" in transcription class. Part IV from *How to teach business subjects.* United Business Education Association, National Education Association, Washington 6, D. C. 1959. p. 172

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6. Demonstrate transcription techniques to the class whenever the occasion arises. It may be necessary to demonstrate the same technique several times on several different days.
7. Provide for repetition, review, and follow-up for all learning activities.
8. Be generous in praising students when it is merited. Psychologists recognize the need for this. When a job is well done, a comment to that effect from the teacher to the student may be all the reward the student needs to encourage him to do an even better job on another assignment. False praise, on the other hand, fools few people and it should be avoided.
9. Consult the teacher's handbook or manual for teaching suggestions.
10. Have your students set their sights on producing mailable transcripts every time and under office conditions as much as they can be simulated.
11. Keep a notebook of troublesome spelling words, grammatical difficulties, and other transcription problems encountered by students and provide for remedial teaching using the log as a guide.

- **Your chalkboard is still your most important teaching aid; use it generously.**

Advanced Transcription:

1. Introduce more difficult business vocabulary in dictation.
2. Provide for work experience opportunities in and/or out of the school where students may or may not be paid. Avoid exploiting students. Keep in mind that the purpose of a work-experience assignment is to teach something. When the thing to be taught has been taught, either withdraw the student from the program or assign him a different job to do.
3. Strive to reduce transcription time and thus increase letter production.
4. Require envelopes and more carbon copies for each letter.
5. Dictate letters which have to be "doctored up" in order to make them comply with good English usage.

The above suggestions represent a few of the techniques successful and creative teachers have employed to enrich the transcription course.

- **Get the students to eliminate all waste motions; the result will be an immediate increase in letter production.**

Additional Comments

On the subject of aims:

Abel, R. S. The teaching of transcription. American Business Education. Vol. 12, p. 245, May 1956

> By the end of the [fourth] semester, your class should be able to produce 75 per cent or more of their transcripts in mailable condition from dictation taken at a minimum rate of 80 words a minute and to maintain this rate of production for 40-minute periods at a speed of approximately 20 words a minute.

Dempsey, A. V. "Teaching" instead of "Timing" in transcription. Part IV from How to teach business subjects. United Business Education Association, National Educational Association, Washington 6, D. C. 1959. p. 170

> Major areas of information, in which it is advisable to help students review, include:
>
> Use of the dictionary
> Letter styles and forms
> Proofreading
> Division of words
> Plurals and possessives
> Writing of numbers
> Capitalization
> Compound and hyphenated words
> Basic spelling rules
> Punctuation
> Word meanings of similar-sounding and similar-looking words

On the subject of proofreading:

Felter, E. K. Helping the slow learner. American Business Education. Vol. 10, p. 237, May 1954

> Proofreading is a most important phase of a stenographer's work. Students must learn to realize that business requires a 100 per cent letter. The stenographer must find her own errors. This means that the stenographer must acquire the ability to read for meaning properly conveyed and accurately expressed in every transcript. Accurate editing, therefore, is stressed in every class.

On the subject of good devices in teaching transcription:

Leslie, L. A. Methods of teaching transcription. McGraw. 1949. pp.130-45

> Awards for motivation
> Every letter on a letterhead

Random sampling of student correction
Progressive goals
Dictation of addresses
Transcription demonstration
Addressing envelopes
Carbon copies for some letters
Neat erasing
Standard salutation and closing
Transcription of teacher's letters
Transcription of original dictation by the teacher
Dictation by businessmen
Examination of letters from business offices on file in classroom
Chalkboard spelling lists
Transcription check list

On the subject of the fusion method of teaching transcription:

Leslie, L. A. Methods of teaching Gregg shorthand. McGraw. 1953. pp. 230-1

> The fundamental characteristics of the fusion method of teaching transcription . . . are:
>
> a. The brief but careful introduction to, or preparation for, the fusion of these skills
>
> b. The emphasis on the mailable letter
>
> c. The constant effort to continue the improvement of the three separate skills and especially the speed and accuracy of the shorthand and typewriting
>
> d. The uninterrupted, continuous, timed period of transcription at the typewriter

AUTHOR AND SUBJECT REFERENCE

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